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ABSTRACT

A study by the Texas Education Agency examined the variables contributing to the academic success of economically disadvantaged and language minority students. Data were collected from seven high-achieving elementary schools with high poverty rates and high percentages of limited English proficient (LEP) students via teacher questionnaires; interviews with teachers, administrators, and parents; classroom observations; and an analysis of LEP students' performance on the Texas Assessment of Academic Skills (TAAS). Findings indicate that these effective schools had clear missions, high expectations for success, principals that were instructional leaders, frequent monitoring of student progress, an emphasis on instructional focus and time on task, a safe environment, and good relations with parents. Each of the school's principals had a master's degree and extensive training and certification in bilingual education and English as a second language (ESL). All teachers of LEP students were bilingual or ESL certified. Both Spanish and English were used for direct instruction and were given equal prestige. Teachers collaborated on developing integrated curricula. Phonics lessons were reinforced through technology, and manipulatives were used extensively in teaching math and science. There was a strong focus on integrating test skills practice into curriculum delivery. Teachers were supported with staff development. After-school tutoring and enrichment were present at all seven schools. Case studies of the seven study sites are presented, followed by detailed data on student performance. Seven appendices present study scope, design, and methodology; enrollment and teacher statistics; staff characteristics; composite study results; student performance analysis; study questionnaire; and evaluation form. (Contains 62 references) (TD)

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The Texas Successful Schools Study: *Quality Education for Limited English Proficient Students*



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TEXAS EDUCATION AGENCY

IN COOPERATION WITH
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The Texas Successful Schools Study:
*Quality Education for
Limited English Proficient Students*

Conducted as part of the
Commissioner's Educational
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SECTION I

Executive Summary

Executive Summary

This report on the Texas Successful Schools Study was made possible through the collaborative effort of the Texas Education Agency (TEA), the Charles A. Dana Center at the University of Texas in Austin, Texas, the Texas A&M University-Corpus Christi, and the seven elementary school campuses comprising the study cohort. Participants included: district administrators, campus principals, teachers, and parents of the Bowie and Clover Elementary School campuses in the Pharr-San Juan-Alamo ISD; Campestre Elementary, Socorro ISD; Castañeda Elementary, Brownsville ISD; Kelly Elementary, Hidalgo ISD; La Encantada Elementary, San Benito CISD; and Scott Elementary, Roma ISD.

The purpose of the Successful Schools Study was to profile the programs, policies, and instructional practices of the seven study sites and report on the contributions of these schools to the academic success of limited English proficient students. The study was conducted following a recommendation made in *A Report to the 75th Texas Legislature from the Texas Education Agency December 1996* (1996). The profiling of the study sites used multiple methodologies that included: a teacher questionnaire; interviews of teachers, campus principals, district administrators, and parents; on-site campus and classroom visits; as well as analyses of Texas Assessment of Academic Skills (TAAS) student achievement data and teacher appraisal performance data available from the Texas Teacher Appraisal System (TTAS) and Professional Development and Appraisal System (PDAS). The Successful Schools Study was designed to address specific research questions that focused on demographics, and on effective practices and characteristics of the seven study sites and the educational personnel assigned to the limited English proficient (LEP) population. A review of the literature regarding the education of language minority children was conducted in order to correlate the practices observed to theory.

The principal investigator for the study was the Program Evaluation Unit in the Office for the Education of Special Populations at the TEA. The study was conducted over a 24-month period beginning in March 1998 and ending in March 2000 as part of the Commissioner's Educational Research Initiative- a statewide leadership effort. The Research Initiative fosters a school-university partnership with the Texas A&M University System. This collaborative effort led to a "Memorandum of Understanding" (MOU) between the TEA and the Texas A&M University-Corpus Christi (TAMU-CC) for the research support needed for the study. The TAMU-CC research team was responsible for administration of data collection methods including the teacher questionnaire, the interviews, on-site visitations, analyses of data/information, and interpretation of findings.

The information regarding the success of these schools is being shared with educators throughout the state to assist them in program design, implementation, and enhancement as they strive for school improvement for all children. This report is to be supplemented by an "Educator User-Friendly Guide" for educational personnel in school districts experiencing rapid growth of LEP students and teacher shortages. Hopefully, the report and the Guide will enable them to meet the challenging state content and student performance standards for curriculum and assessment for LEP and all other students.

Aside from Executive Summary (SECTION I), the report is divided into six other sections. An overview of the sections is provided below.

SECTION II—Introduction and Background

This section focuses on the need for demographic studies; summarizes the challenge for education as found in the *Long-Range Plan for Public Education 1996-2000* (State Board of Education, 1995); and explains the need to conduct research to improve teaching and learning. The origin, purpose, and a summary of the scope of the study are also discussed in this section. Detail on the scope and design of the study is provided in Appendix A.

SECTION III—Need for the Study

This section provides a brief overview of the state's demographics, e.g., students and teachers, primarily focusing on the enrollment trends of the LEP student population in Texas public schools. It describes the challenges of an increased student enrollment and the critical teacher shortages confronted by school districts that are experiencing an increasing LEP student population. By using official teacher certification data, the implications of rapid growth and the need for the study are discussed in this section. Greater detail on statewide student and teacher data in support of the need for the study is found in Appendix B.

SECTION IV—Findings

This section describes the findings of the study as they relate to the effective school correlates and other literature on the education of language minority students, including LEP students. A discussion regarding the relationship of the findings to the guiding research questions for the study is also provided in this section. Finally, and in keeping with the recommendation to the 75th Texas Legislature to determine the instructional methods and best practices that allow these campuses to be so successful, this section provides an individual case study profile on each of the seven campuses targeted by the study. Additional detail and pertinent information regarding the study campuses as a whole are contained in Appendices C and D.

SECTION V—Student and Campus Performance

This section provides an analyses of student performance (LEP/Former LEP and Never LEP) at the seven school campuses in the Successful Schools Study compared to an external campus group and to the TEA comparison campus groups as measured by the TAAS from 1994-95 to 1998-99 in English and Spanish as appropriate. Specific detail regarding the methodology and data sources used for the different statistical analyses is provided in Appendix E.

Appendices

This section provides additional detail and information in six supplementary appendices that confirm or expand information and data provided in the major sections of the study report.

References and Further Reading

This section provides a listing of all literary resources reviewed and recommended for further reading, such as journals, articles, research studies, data sources, and legal documents in the preparation of the Successful Schools Study.

SECTION II

Introduction and Background

Introduction and Background

Today, public and private entities at the federal, state, local and private sector levels conduct research, many focusing on a research agenda related to the National Goals for Public Education. This, too, has been the focus of the Texas Education Agency (TEA) since it is charged with the duty to, "... conduct research, analysis, and reporting to improve teaching and learning." (Texas Education Code § 7.021(b)(2)). To comply with this charge, the commissioner of education established the Commissioner's Educational Research Initiative, which is a partnership between the TEA and the Texas A&M University System, and funding was provided for researchers at Texas A&M institutions to conduct studies in areas of high interest to the commissioner of education and/or other senior officials at TEA. The Successful Schools Study, designed to examine the variables contributing to the academic success of economically disadvantaged and language minority students, is one of the research projects approved for the 1998-99 calendar year under the Commissioner's Educational Research Initiative.

In the past 20 years, research regarding the effectiveness of programmatic efforts has been primarily undertaken by the federal government at the national level. Since school districts were often financially unable to conduct research on their own, there was a trend to rely on national research studies to obtain information on best practices and comparisons of a school district's program with programs in similar school districts. Within the last decade, however, research as a mechanism to identify best practices and application of state-of-the-art research has intensified.

Policymakers in this country have historically relied on studies that report vital statistics on human populations with regard to size, density and distribution. These studies that yield information on expansion or decline of an entire population, as well as on each of the subsets of the population, are demographic studies. It is through the study of demography that public policies are formulated, priorities of units of government are adopted and allocation of resources are considered for distribution in support of excellence and equity.

The TEA, through the Office of Policy Planning and Research, published *Policy Research Report Number 11* on July 1998 (1998b). The report highlights that:

"In the ten years from 1987-88 to 1997-98, Texas public schools' enrollment increased at a faster rate than national enrollment. The student population increased not only in size but also in diversity as African American, Hispanic, and other minority students became a majority of the total enrollment. Student participation in special instructional programs has also increased over the past decade. Of the 666,961 students added to the Texas public education system between 1987-88 and 1997-98, over 60 percent were students receiving special education or bilingual education/English as a second language services."

The *Policy Research Report* documents that the number of Hispanic students increased by 45 percent in the last decade, more than double the growth rate of the total student population, while the lowest growth rate was for white students, whose numbers increased by only five percent for the same decade. The ethnic makeup of students at every grade level, as projected by the Office for Policy Planning and Research, supports the trend of continued increased enrollment of minority students. This projection is supported by the pattern of proportionately greater minority enrollment, particularly Hispanics, and lower white enrollment at each grade level from Kindergarten to Grade 12. The *Report* indicates that, "Hispanic enrollment increases as a

percent of total enrollment from 31 percent in grade 12 to 42 percent in kindergarten, indicating more Hispanic students are entering at the early grades. Conversely, the proportion of white students steadily decreases from grade 12 to kindergarten."

The State Board of Education historically has monitored the changing demography of public schools in Texas. This demographic monitoring approach has led to the adoption of the *Long-Range Plan for Public Education 1996-2000*. The Long-Range Plan articulates the challenge for education in the first section of the plan where it notes:

"One need only look as far as the classroom to see evidence of our changing society. First, the Texas student population is rapidly growing, from 3.2 million students in 1989-90 to 3.7 million in 1994-95, with a projection of 4.1 million by 1999. Second, it is becoming more diverse. In the 1990-91 school year, racial and ethnic minority children became the majority student population in Texas.

One in four Texas children under the age of 18 live in poverty. The poverty rate is approximately 50% for African-American and Hispanic children. Prekindergarten programs in Texas, established by law to serve three- and four-year-olds from low-income families or who are limited English proficient will see their enrollment increase by 7% each year. Enrollment in the state's bilingual education program is projected to increase by 50% over the next five years."

In keeping with the *Long-Range Plan for Public Education, 1996-2000*, the TEA adopted a strategic plan that sets priority goals. As found in TEA STRATEGIC PLAN of December 1996, "The mission of the TEA is to build the capacity of the Texas public educational system to provide all students a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic and educational opportunities of our state and nation." In order to accomplish this mission, specific goals were adopted for 1997-2001 and are summarized as follow:

- ❖ *Goal 1*—Standard of Achievement and Equity pertaining to the development and communicating of standards for student achievement and district and campus accountability in TEA's effort to build the capacity of the state public education system to ensure that each student demonstrates "Exemplary" performance in reading and the foundation subjects of English language arts, math, science and social studies
- ❖ *Goal 2*—Local Excellence and Achievement pertaining to local innovation, supporting local authority and encouraging regional and district efforts to ensure students demonstrate "Exemplary" performance as found in Goal 1
- ❖ *Goal 3*—Texas Education Agency Operations pertaining to TEA fulfilling its statutory responsibilities in building the capacity of the Texas public education system
- ❖ *Goal 4*—Indirect Administration pertaining to the use of funds in support of efforts to ensure each student demonstrates "Exemplary" performance
- ❖ *Goal 5*—State Board for Educator Certification pertaining to the assigned responsibility to ensure the highest level of educator preparation and practice to achieve student excellence

The concept of the Successful Schools Study evolved from TEA's priority goals listed above as a mechanism for the TEA to build the capacity of the Texas public educational system. The study will serve to build the capacity of school districts by reporting on local excellence and achievement accomplished by the seven successful schools. The findings as reported herein provide detail and direction so all schools can ensure that each student demonstrates "Exemplary" performance in reading and other subjects in the state's curriculum.

Methodology

In discerning the significant features of successful schools, the study employed descriptive methods and incorporated mixed methodology and multiple operations approaches (Tashakkori and Tedlie, 1998; Denzin and Lincoln, 1994; Webb, Campbell, et. al., 1966; Seidner & Balasubramonian, 1987). The design allowed the use of both quantitative and qualitative methods in obtaining and presenting data. It was not the intent of the study to test hypotheses, causality or seek to explain relationships beyond employing descriptive methods. Future consideration will be contemplated should further analyses of these data and additional studies be conducted. TEA contracted with an external research team for data gathering, conducting interviews on-site and conducting classroom observations, as well as the analyses and interpretations of findings that are presented as part of this study. TEA also contracted with a third party consultant for descriptive statistical analyses and related interpretations of outcomes pertaining to the limited English proficient (LEP) student performance in the seven study sites, as compared to TEA comparison campus groups. The approaches used by the research team for data gathering included:

- ❖ A teacher questionnaire and teacher interviews
- ❖ Interviews of campus administrators (principals) at each of the seven study sites
- ❖ Interviews of district administrators in charge of the district bilingual education program at each of the seven study sites
- ❖ Interviews of parents of the LEP students at each of the seven study sites
- ❖ On-site classroom visits, and
- ❖ A multi-part analysis approach aimed primarily at assessing LEP and former LEP student performance as measured by the Texas Assessment of Academic Skills (TAAS)

As such, the study was carried out to be descriptive, exploratory, explanatory, and to a degree, confirmatory as appropriate to the various outcomes. This multiple operations approach was essential to clarify what the study is and what it is not. The study does not focus on the traditional questions: "Does the program work?" or "Is the program effective?" Instead, the study examines the challenges of providing appropriate schooling for a growing diverse student population and profiles the contributions of programs, policies and school personnel to the academic success of the LEP student population. Additional information addressing the scope of the study, as well as the design and methodology are provided in Appendix A.

Origins of the Successful Schools Study

The study was conducted pursuant to a recommendation made in *A Report to the 75th Texas Legislature from the Texas Education Agency-December 1996* (1996c). The recommendation, which was endorsed by TEA, proposed to conduct research studies to "... further educational

research concerning the instruction and assessment of limited English proficient students." Although the recommendation to the Texas Legislature proposed three studies with a research focus, the Successful Schools Study was designed to focus attention in some of the same major areas noted in the recommendation.

The Successful Schools Study originated out of a collaborative study of successful Title I, Part A schoolwide programs between the Charles A. Dana Center at the University of Texas at Austin and the TEA released in February 1998. The Dana Center's Title I study focused on high achieving schools with high poverty rates where at least 60 percent of the students qualified for free and reduced lunches. Of the more than 50 schools identified as high performing, 26 schools were selected for further review. The 26-school study sought to identify the good practices that enable high-poverty schools to create an environment in which the majority of students achieve high levels of attainment on the TAAS.

Since the Dana Center's Title I Study focused primarily on high-achieving schools in the context of high-poverty, a subsequent study that would focus on the academic success of LEP students was necessary. The study, which became known as the Successful Schools Study, embraced a focus on high-achieving schools within the original cohort of 26 schools that met an additional set of eligibility criteria. The criteria included the following school characteristics:

- ❖ Schools enrolled more than 40 percent LEP students during the 1996-97 school year
- ❖ Schools enrolled more than 50 percent economically-disadvantaged students during the 1996-97 school year
- ❖ Schools had zero TAAS exemptions during the 1996-97 school year, and
- ❖ Schools met the criteria for a rating of either "Recognized" or "Exemplary" in the Texas school accountability system based on the Academic Excellence Indicator System (AEIS) of May 1997 that included English TAAS scores in reading, writing, mathematics and attendance rates

When the first level of criteria for participation in the Successful Schools Study was applied, 11 of the 26 schools met the adopted criteria.

On March 12, 1998, the superintendents of the 11 schools identified as meeting the criteria for the Successful Schools Study were invited to participate in the study. A month later, on April 15, 1998, the principals of seven schools who responded to the invitation to participate in the TEA's Successful Schools Study were notified of their selection to be a part of the study as a statewide leadership effort. Participation in the Successful Schools Study was voluntary.

The seven schools, their principals and respective school districts that participated in the Successful Schools Study are listed on the following page.

**Schools Participating in the
Successful Schools Study**

- ❖ Bowie Elementary, Pharr-San Juan-Alamo ISD- Pharr, Texas
Campus Principal- Mrs. Lydia Savedra
- ❖ Campestre Elementary, Socorro ISD- El Paso, Texas
Campus Principal- Mrs. Carmen Moran
- ❖ Castañeda Elementary, Brownsville ISD- Brownsville, Texas
Campus Principal- Mrs. Minerva E. Hasfjord
- ❖ Clover Elementary, Pharr-San Juan-Alamo ISD- Pharr, Texas
Campus Principal- Mrs. Rosalinda Díaz
- ❖ Kelly Elementary, Hidalgo ISD- Hidalgo, Texas
Campus Principal- Ms. Trine Barrón
- ❖ La Encantada Elementary, San Benito CISD- San Benito, Texas
Campus Principal- Mrs. Sara Galarza
- ❖ Scott Elementary, Roma ISD- Roma, Texas
Campus Principal- Mrs. Ludivina Ybarra

SECTION III

Need for the Study

Need for the Study

The new student enrollment in Texas public schools continues to present significant multiple challenges to the Texas Education Agency (TEA), the State Board of Education, the Texas Legislature, local school boards, administrators, teachers and the community-at-large. These challenges become more pronounced when consideration is given to the demographic characteristics, e.g., numbers, ethnicity and program-type of the new student enrollment as profiled in this section.

According to agency data contained in the Public Education Information Management System (PEIMS), the total state enrollment in Texas public schools for the four-year period analyzed increased from 3,601,834 in 1993-94 to 3,891,877 in 1997-98. This represents an increase of 290,038 new students in Prekindergarten through Grade Twelve (PreK-12). The ethnic breakdown for the new enrollment reported during the four-year period analyzed is shown in Table 16 (Appendix B).

Enrollment Trends of Limited English Proficient Students

According to § 29.056 of the *Texas Education Code* (1998), TEA is mandated to "establish criteria for the identification, assessment, and classification of limited English proficient (LEP) students eligible for entry into the program (bilingual education or English as a second language) or exit from the program." The mandate for TEA to establish the criteria for identification resulted in the implementation of regulations by the State Board of Education and currently subsumed under Subchapter BB, Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students of Chapter 89 in the Texas Administrative Code as updated in March 1999. The criteria for the identification of LEP students is found in the commissioner's rules in § 89.1225 under Testing and Classification of Students.

In 1997-98, Texas public schools reported 519,921 students enrolled and identified as LEP in Early Education (EE) through Grade Twelve (12). An analysis for a six-year period between 1991-92 and 1997-98 indicates that Texas public schools experienced an increase of 44 percent in the LEP population. The enrollment figures for each of the 20 education service centers in the state indicate that approximately 85 percent of all new LEP student enrollment was evident in six of the 20 service center areas. These areas included: Edinburg in the lower Rio Grande Valley, Houston, Richardson (including the Dallas Metroplex), Ft Worth, El Paso and San Antonio. Edinburg and El Paso were the only service center areas with school districts along the United States/Mexico border. Specific enrollment figures for each of the twenty service centers are shown in Table 17 (Appendix B).

School districts faced with teacher shortages, as a result of increased enrollment, usually need to provide specific programs to adequately address the academic and linguistic needs of their language minority population. As a result of these teacher shortages, school districts are faced with greater challenges to implement programs for students with special needs, particularly school districts that continue to experience an increasing LEP student enrollment.

Although the increase in enrollment indicates a total growth of 44 percent in the LEP population in the state over a six-year period, it is important to note that 122,526 or 77 percent of the

158,794 new LEP students reported were enrolled in elementary grades in 1997-98. Table 18 (Appendix B) illustrates the grade span distribution of the LEP population for the six-year period analyzed. This phenomenal growth placed further demands for specialized teachers with appropriate certification to address the academic and linguistic needs of LEP students required to be served in a bilingual education program. In 1997-98, over 40,000 of the state's LEP students in the elementary grades were reported in exceptions to the bilingual education program as requested by 85 of the 246 school districts required to provide bilingual education. The 40,000 LEP students reported in exceptions to the bilingual education program included LEP students from other language minority groups such as Vietnamese, Chinese, Korean, Laotian, Cambodian, German and Japanese.

In order to place student enrollment statistics in perspective, it is important to present the data regarding teacher supply and demand. This is vital to assess the challenges imposed on Texas school districts by an increased enrollment of new students. The total number of teachers in our public schools for the four-year period analyzed changed from 226,501 in 1993-94 to 254,558 in 1997-98. This represents an increase of 27,997 new teachers hired in the public schools across all grade levels. The ethnic breakdown of teacher increases analyzed are shown in Table 19 (Appendix B). Table 20 (Appendix B) compares the ethnicity and numbers of new students enrolled to the ethnicity and numbers of the new teachers hired in the state.

From the data presented in Tables 19 and 20 in Appendix B, it would appear that the number of new teachers hired, in comparison to the number of new students enrolled in Texas public schools, is adequate to address the problem of teacher shortages. When attention is focused on the program type of new students, and the grade span where the new students are enrolling, the total state picture of teacher increases does not align with the significant increases in the LEP population.

According to information available from State Board for Educator Certification (SBEC) for 1996-97, approximately 95 percent of the total number of teachers assigned to non-bilingual classrooms in Grades 1-6 were certified for the assignment, whereas only 59 percent of the total number of teachers assigned to bilingual classrooms in Grades 1-6 were certified for the assignment. The remaining 41 percent of teachers not properly certified were also products of a formal teacher-training program such as the college preparation program and the alternative certification program.

The Successful Schools Study was conducted by TEA in an effort to assist school districts faced with a continued increase in enrollment and challenged by a high incidence of LEP students and teacher shortages. Although executive management at TEA recognized that a study would not result in a remedy to every situation that school districts have to address, it was evident that TEA had to provide focused leadership efforts to assist school administrators and policy-makers in their dedicated efforts to meet these challenges. In accepting a shared responsibility, and in keeping with the mission of TEA, the Successful Schools Study for LEP students was conducted as a first in a series of studies that will focus attention on the education of students with special needs. The study has been developed to serve as a policy and implementation guide for use by school boards, administrators, campus principals and teacher-training institutions for initiation of new or expansion of present program efforts. The study was accomplished through extensive collaboration with the Texas A&M University-Corpus Christi, the six school districts accepting the invitation to be part of the study and the seven study sites actually participating in the study.

SECTION IV

Findings

Findings

Findings Related to Effective School Correlates

In addition to the analyses and comparisons of limited English proficient (LEP) student performance on the Texas Assessment of Academic Skills (TAAS) tests, the Successful Schools Study was designed to address specific research questions described in the scope of the study (Appendix A). One of the questions was: *What is the relationship between campus practices and theory?* In order to respond to this question, the research team conducted a review of the literature regarding the education of language minority students. This section provides the results of the review of literature in the context of the study findings. At the forefront of this review was the literature on effective schools research, particularly the seven Effective School Correlates.

The Effective School Correlates have been used as a model for school improvement and equitable education for all children (Effective School Correlates, 1998). The Effective School Correlates are: Clear School Mission, High Expectations for Success, Instructional Leadership, Frequent Monitoring of Student Progress, Opportunity to Learn and Student Time on Task, Safe and Orderly Environment and Home, and School Relations. Based on visits conducted by the research team, it became evident that most of the correlates surfaced in the seven successful schools. Upon reviewing the seven study sites in the context of the correlates, the research team noted different dynamics and added dimensions that focused on the education of language minority children. These dynamics contributed to the transformation of the schools from being effective to being "Exemplary," as defined by the Academic Excellence Indicator System (AEIS) in the State of Texas. Evidence of how the correlates were addressed in the successful schools is found in the individual case studies starting on page 36.

Clear School Mission

In an effective school, there is a clearly articulated school mission. This was evident in all of the seven successful schools. Additionally, the mission statements had clear instructional goals that focused on the achievement of the LEP students. Assessment and accountability procedures which "benchmarked" the progress of the LEP students were clearly in place. When the LEP student was not meeting the benchmark, remediation was immediate and consistent. This remediation consisted of: after school tutoring, added tutoring during school hours and enrichment programs such as Reading Recovery, which focuses on literacy development through a one-on-one approach. The mission statements in most of the schools clearly stated addressing the needs of LEP children. Administrators, teachers, parents, and students were aware of the mission statements. The attitudes and behaviors of all the stakeholders clearly demonstrated their commitment to fulfilling the mission.

High Expectations for Success

In an effective school, there is a climate of positive high expectations in which the staff believes and expects students to perform at a high academic level. This climate was present in all the schools. In the successful schools, all stakeholders have high expectations and see themselves as adults who can empower students to succeed. There is not a "my classroom" attitude; instead, there is a "this is my school" attitude where all the students "belong" to all the teachers, staff and

administration. In one school, where teachers finish classes with the primary grade students thirty minutes earlier than the upper grades, teachers go to the upper grade classes to provide tutoring for students that need extra attention. Teachers in the schools plan vertically and across grade levels sharing resources that will help the LEP students to become successful. Teachers and students are proud to be "Recognized" and "Exemplary" schools and they want to continue to do better. High expectations and affirmations are communicated often to the students, in English and in their native language. Students are recognized as being successful, whether they answer questions in English or in their native language. The phenomena of "social capital," the belief held by a student that they belong to something greater than themselves, that they are important and have dignity, moves the schools from effective to exemplary in the area of high expectations. These high expectations were clearly evident in the schools.

Instructional Leadership

In an effective school, the principal is an instructional leader. Instruction is the focus of the school and the principal is able to communicate that to the staff, parents, and students. In the seven successful schools, the principals are effective communicators and can communicate the instructional focus and the practices and methodologies best suited for LEP students. Since all seven principals had been bilingual teachers and are bilingually certified, they work directly with teachers of LEP children and offer suggestions for instructional improvement. Several of the principals also have Masters Degrees in Bilingual Education. This expertise in bilingual education allows the principals to communicate to the teachers learning expectations for LEP children, instruct teachers on the use of the native language as a medium of instruction and suggest materials and resources that can be effective with LEP children. This professionalism and program expertise of the instructional leaders facilitated the instructional leadership that is essential to the success of all children.

Frequent Monitoring of Student Progress

In the effective school, student academic progress is measured frequently. At the seven successful schools, the research team observed that progress is measured in English and in the students' native language. Benchmark testing is part of the ongoing assessment of all students in all seven schools, with particular attention being devoted to the progress of the LEP students. Because development of the students' native language is essential to success in a second language, the monitoring of the native language is part of the ongoing assessment process at the schools. Language proficiency assessment committees meet frequently to discuss the progress of the students, and instructional decisions based on continuous assessments are made during the frequent vertical and across grade-level teacher planning meetings.

Opportunity to Learn and Student Time on Task

Instructional focus and time on task is very much a part of the seven successful schools study sites. Teachers at the seven study sites have structured schedules with appropriate times for instruction in the native language and English. Students are provided with opportunities for large group instruction, small group instruction, cooperative learning and instructional technology use. The significant part of the instructional focus is the use of the students' home language as a medium of instruction, following either state or district guidelines for the schools' particular bilingual program model. As the research team visited the classrooms, a high degree of time on task was observed. Teachers shared resources and conducted long-range planning to

ensure that the students are mastering objectives throughout the curriculum. There is a focus on TAAS strategies throughout the curriculum and these strategies are addressed in English and Spanish, depending on the instructional placement of LEP students. Teachers who were educated in Mexico and have a high level of proficiency in Spanish prepared and shared instructional materials with other teachers to help LEP students with Spanish literacy development. Literacy skills in the primary language transfer into the English language, thereby positively impacting academic achievement.

Safe and Orderly Environment

In an effective school, there is an orderly, purposeful and caring atmosphere which is free from threat of physical harm. The "family" atmosphere at the seven successful schools contributes to making these schools effective. At the seven study sites, the administration, teachers, parents, and students have taken "ownership" of the schools. Because of this family atmosphere, the community protects and feels empowered to have a close relationship with the school personnel. Parents repeatedly stated during interviews that there is an "open door" policy at the schools from the administration and from the teachers. Administrators and teachers keep parents well informed by communicating openly with them, so the community is protective of the school. The students also appeared happy in their school environments. Buildings were well maintained and classrooms were clean, neat and attractive. In one school, the local community is able to come to the school after school hours and use the school gym for recreational activities for adolescents. There had been no incidents of vandalism since this program began. Gang activity was reduced; therefore, the children in the school feel safe.

Home and School Relations

In the effective school, parents understand and support the basic mission of the school and they are involved in the school community. Parents in the successful schools consistently demonstrated pride in and support for their schools. Parents were involved in materials preparation for the teachers, making bulletin board decorations, sorting and packaging science and math manipulatives for teachers, serving as resources for home language development and classroom storytelling in Spanish and monitoring lunch rooms and hallways. Even though many of the parents are LEP themselves, they felt empowered because they know that the administration and staff value the culture of the community. The parents' limited use of the English language did not appear to be a barrier to becoming involved in their children's school. The parents are also being provided with resources to continue their development of both Spanish and English literacy skills, parenting skills and technology skills. The "culture" of the LEP students and their parents is embedded in the parent involvement activities in the successful schools.

Another successful school correlate that is sometimes mentioned in the literature is the collaboration between the administration in an effective school and the faculty. In all of the seven successful schools, there is more than just collaboration. Empowerment is the key word. Teachers feel that the administrators will support their instructional decisions and also provide them with the necessary materials to focus on the instructional needs of the LEP students. The collaboration of the teachers and the principals on instructional issues faced by LEP children is evident as teachers communicate on a regular basis with their administrators on the LEP children's progress. The principals also provide time in the teachers' weekly schedules for the teachers to meet and plan together. These meetings for curriculum development and planning contribute to the success and effective practices of the seven successful schools.

Findings Related to Other Literature

District Leadership

There are several district leadership practices that facilitate academic and linguistic growth/success for language minority students in these districts. In their recent study on effective practices for improved student performance, the Texas Center for Educational Research (1998) notes that professional staff development is an essential resource for improving teaching skills and subject-matter knowledge. In school districts participating in the Successful Schools Study, district support for teachers and administrators includes regular professional development. According to Garcia, current training is critical as he points out that, "...The call for teachers as public and critically engaged intellectuals and cultural workers places teacher work at the forefront of pedagogical politics that raises questions, subjectifies knowledge with which they labor, and pushes classrooms toward a democratizing notion concerning schooling." (1998, p.77).

The study revealed that in the Socorro ISD, through the efforts of the bilingual director, additional staff members are assigned to work specifically with teachers of language minority students in the school settings. In the Pharr-San Juan-Alamo ISD, specific staff development summer institutes, addressing the needs of language minority children, are coordinated by the district administrator responsible for the bilingual education program.

The district leadership provides appropriate funding for the bilingual education programs at the seven successful school sites. In addition to continued support for teachers and the LEP population, the district leadership also provided funds for materials acquisition, staff development, and continuing education that allow teachers in the bilingual education program to move from excellent classroom teachers to excellent master teachers. District leadership oversees the budgeting of money resulting in funding patterns that use multiple sources in support of the education of LEP students. These campus allocations are made for purposes determined by site-based campus committees, which in the successful schools were supportive and focused on the needs of the LEP students.

Campus Leadership

Each of the seven principals of the successful schools has a Master's Degree and extensive training and certification in bilingual education and ESL. All principals had also taught LEP students for no less than five years, thus having knowledge of bilingual education philosophy and theory. Research by Hakuta, Banks, Christian, Duran, Kaestle, Kenny, Leinhardt, Ortiz, Pease-Alvarez, Snow, & Stipek, points out that certification standards can prove to be essential in the success of a program and that several organizations have developed guidelines and certification standards for teachers who work in English as a second language (ESL) and bilingual programs. These standards build on basic program standards and include proficiency in written and oral forms of two languages, as well as skills in developing students' language abilities (Hakuta et al, 1997). The research team found that all teachers in the seven study sites are well-prepared for their work with LEP students. All principals of the seven schools ensure that all teachers, including resource and specialized teachers, are part of the instructional team.

The principal in each of the seven schools is an instructional leader. The principal monitored and visited classrooms frequently during the week, focusing the teachers on instruction through vertical and horizontal planning on a weekly basis and empowering teachers to make instructional decisions in their classrooms. Teachers expressed that the principal was collaborative in her leadership with high expectations for both her staff and the students. Maria Luisa Gonzalez (1998) found in her research of three principals of "Exemplary" schools for Latinos that "they (principals) are clearly the instructional leaders in their schools; however, they create a sense of empowerment among the faculty. They permit risk-taking as long as it is based on principles." Teachers in the seven successful schools repeatedly remarked about these characteristics centered on empowerment and trust as exhibited by the principals involved in this study.

A continuous focus of the principals was in providing staff development to the teachers in the area of literacy development in English and Spanish, second language acquisition theory and practice, TAAS strategies and integration of curriculum. Gonzalez (1998) further found that "principals are engaged in ongoing professional development activities for themselves and their teachers." The research shows that updating teacher knowledge makes the difference for students daily through dynamic learning (Hakuta et al., 1997).

The principal also keeps informed on students' test scores through open communication with her faculty. In reviewing the literature on assessment, the research team found that an awareness of the quality of testing can make a difference for second language learners and that the central problem in assessing English-language learners is their limited ability to perform on a test administered in English. Assessments based on translations into a second language have questionable validity (Hakuta et al., 1997). Because of the knowledge and experience of the successful school principals in working in bilingual classrooms, they are able to look, not only to one method of assessment to determine the students' proficiency in two languages, but are able to take a holistic approach to assessing the needs of the LEP population at every school.

The principals were very familiar with their school community and the parents commented that they felt welcomed at the school. One of the reasons this is important is reflected in the local language used by teachers and principals. Upon reviewing the literature, the team found that, "... The dialects spoken by children influence teacher perceptions of their academic ability and the students' learning opportunities..." (Hakuta et al., 1997). In addition, the social climate is often determined by the principal and her attitude toward the community. Carter and Maestas (1982) note that, "... a well-functioning total system producing a school social climate that promotes positive student outcomes is one characteristic of an effective bilingual school..." While conducting the on-site visits to the successful schools, the review team found that the principals at the schools were advocates for their school communities who formed partnerships between the parents, community and the school for the holistic development of the children. In parent interviews, principals were praised for their efforts in helping the language minority children progress academically in English, while preserving their home language.

Teaching Staff

All the teachers assigned to the LEP population on the successful school campuses are bilingual or ESL certified, which is essential to long term success in the program (Hakuta et al., 1997).

Most of the staff has been teaching at the schools for more than ten years and they attribute this longevity and stability as contributing to the success of the students. Saravia-Shore and Garcia (1995) found in their research on successful teaching for diverse populations that teachers are committed to achieving equity for all students and believe that they are capable of making a difference in their students' learning. This belief was evident in the faculties of the seven successful schools, whether teachers were involved directly or indirectly with the LEP students. There are teachers from Mexico on the staffs of some of the schools. These teachers know the finite points of the Spanish language and are able to teach Spanish Language Arts with a high degree of proficiency.

Teachers believe all students can learn and have high expectations. They described themselves as caring, but structured in their approach to the delivery of the curriculum. Research has found that second language learners' success is often pre-determined by teacher expectation (Hakuta et al., 1997). Teachers in the seven schools represented the posture that "they would not allow the language minority children to fail because if a child failed, they failed." Teachers meet on a weekly basis for both vertical and grade-level planning. During the planning, the teachers develop six-weeks plans to address the needs of the students. Ensuring internal support through regular planning periods creates a successful climate in the school. Carter and Maestas (1982) defined a successful school climate as one that includes the following components: high staff expectations for children and the program, strong demand for academic performance and high staff morale. High staff morale includes the following: strong internal support, consensus building, job satisfaction, sense of personal efficacy, sense that the system works, sense of ownership, well-defined roles and responsibilities, as well as, belief and practice that resources are best expended on people rather than on educational software and hardware.

The development of teacher-made materials and teacher-designed thematic units, which enrich the curriculum, are also part of the collaboration among the faculties of the seven schools. Teachers are able to discuss the progress of students during the planning meetings, which enables them to closely monitor the progress of each student through open communication. This kind of purposeful monitoring appeared to contribute to student success.

Teaching Practices

There are many practices that facilitate the academic and linguistic growth/success for language minority students. The use of both Spanish and English for direct instruction is evident in all classrooms. Use of the home language is necessary for success with second language learners and does not impede progress in English (Hakuta et al., 1997). Instruction delivered in the primary language can have a profound effect on the development of academic English. First, the primary language can be used to teach subject matter. If children know subject matter, they will understand much more of what goes on in the classroom in English, resulting in more acquisition of the English language and content knowledge. Secondly, the primary language can be used to develop literacy that transfers to the second language. There is strong evidence that programs that use the first language in this manner are effective in promoting academic English language development (Krashen and Biber, 1988).

Willig (1985) and Wong-Fillmore and Valadez (1986) addressed the extensive comparative literature on instructional practices that contribute to the literacy development of bilingual populations. Almost all of these studies included Mexican-American students. Willig (1985) used meta-analysis to combine academic achievement scores from a large set of statistically unrelated studies. This meta-analysis indicated that bilingual education programs significantly enhanced academic achievement, in comparison to English instructional programs. Wong-Fillmore and Valadez (1986) conducted a more traditional review of related independent studies and reached the same conclusions.

Teachers at the successful schools were observed during direct instructional activities, as the students' home language was used in small group and large group instruction. The classroom observations revealed that state-adopted materials, and other resources, were available in the classrooms in both Spanish and English for use in the instructional activities as needed. Students were actively involved in the instruction and appeared to feel that they could contribute their input into the classroom interaction in either language. When classroom interaction took place, students were affirmed by their teachers for their responses in either language. Research has noted that teachers acknowledging equal prestige to both the English and Spanish languages during instruction, and when eliciting student responses, is an essential characteristic of success (Carter & Maestas 1982 and Hakuta et al., 1997).

Feuerverger (1994) noted that children who made greater use of books in the first language provided by the school had "a greater feeling of security in their cultural background." During the classroom observations, the research team noted that charts depicting cognitive and linguistic TAAS strategies were prominently displayed in the classrooms. Teacher-made materials in both English and Spanish were also readily available in the student centers, one of the components of successful bilingual programs (Carter & Maestas 1982). At Scott, Castañeda, Clover, Bowie, La Encantada and Campestre, there is also a weekly emphasis on vocabulary development. Teachers also had very limited use of ditto worksheets and focused instruction in small groups, paired groups, cooperative groups or skills-focused groups. Teachers are following the research findings of Garcia (1994), Kagan (1989), and Tinajero et al., (1993), who noted that the importance of cooperative learning practices is essential for Latinos and language minority students of different backgrounds. Huerta-Macias (1998) adds that these learning strategies are more compatible with the social and family structures in which Latino language minority students are most productive.

Teachers at Castañeda, Scott, Campestre, Bowie and Clover have developed many integrated curriculum instructional units through their collaborative and long-range planning. These have been successfully used with bilingual students. The teachers review the integrated units annually, expand on strategies that have been motivating and delete those that were not effective. The integrated units address TAAS skills and provide test-taking practice for the LEP students. Garcia (1988), in studying effective classrooms serving bilingual Mexican-American students, found that an integrated curriculum, responsive to the linguistic ability of students and implemented by trained bilingual (and biliterate) teachers, was common in the fourteen classrooms whose students' high standardized achievement test scores were above national norms. Garcia also found that in these classrooms, the children were made to feel that their bilingualism was an academic asset, not something for which neither they, or their families, needed to feel shame.

At Castañeda, Bowie and Clover, early childhood teachers had been trained in Montessori techniques. They had adapted the strategies and materials for use in both languages in the Early Childhood curriculum. Students, appearing very confident and enthusiastic, were observed to be involved in the Montessori techniques of learning as they worked independently of the teacher. Pre-school programs that support child-centered independent learning centers, and plenty of access to manipulatives and creative play, lead to success in preschool for Latino children (Quintero, 1998).

The emphasis on phonics in both languages was evident in the primary grades. Phonics lessons were reinforced and expanded through the use of technology in the classrooms. Spanish reading and phonics programs such as "Estrellitas" and "Cancionero" are used extensively in the successful schools. Literature-based integrated units are also used in many of the classrooms of the successful schools. The research in this area of literacy contends that in classrooms where teachers surround children with literature, and give children ample time to engage in the language arts, children will become successful in listening, speaking, reading and writing (Roser, et. Al, 1989; Tinajero, et.al., 1998).

Manipulatives and hands-on activities are being extensively used in the teaching of math and science. This practice is in keeping with the research in math and science teaching in a bilingual setting that indicates that teaching in the content areas by pairing essential contextual experimentation with academic language learning is necessary for success of the bilingual child (De La Cruz, 1998). De La Cruz also notes in her research that, "... to ensure that instruction is at a level where every student can experience success, manipulatives can be used to demonstrate a concept so that new information can be processed. ". Math and science centers were evident in the classrooms of the seven successful schools.

Student progress is monitored through district benchmark tests. Assessment research documents that continual and regular monitoring ensures success for students by establishing a solid repertoire of essential skills (Hakuta et al., 1997). Students who are in need of additional assistance with mastery of TAAS, or other skills, receive tutoring after school, are assigned to special computer assisted instruction, participate in focused literacy development such as Reading Recovery, or may be provided reteaching by the classroom teachers. Through the ongoing assessment, teachers at the schools were very aware of both the language levels and the academic levels of LEP students.

Parents' Role

Parent interviews revealed that parents have high expectations for their children. Parents indicated they had respect and a high regard for the teachers and principals at the schools. Parents are involved in monitoring their children's homework. Some parents indicated that some teachers send materials home for the parents to work with the students. Many parents are also involved as volunteers and feel welcomed at the school. Parents acknowledged that the school administration and teachers are open to suggestions and/or inquiries. At the schools that utilized a full-time parent center, there was a sense of ownership and pride on the part of the parents. The role of the parents is critical in the education of the second language learner as the family adjusts to the cultural and linguistic demands of the community and school (González, 1998).

Program Characteristics

There are several explicit characteristics of the bilingual program in the successful schools. As noted earlier, the administration and teachers at every successful school visited are clearly focused on the development of programs that will meet the needs of the LEP students. It was also noted that regardless of the bilingual program model in place, e.g., early-exit, transitional bilingual or late-exit, administrators and teachers were committed to implementing the program based on solid research and the state guidelines to educate the LEP population. Teachers' emphasis on using the home language as a medium of instruction and in developing proficiency in two languages is affirmed by the meta-analysis conducted by Greene (1998). In his study, Greene found that after analyzing seven bilingual education studies, his results document that bilingual education has been successful. According to his findings, students with limited English proficiency, who have been taught in bilingual programs, have performed significantly higher on standardized tests than similar children taught only in English. Other research reveals that developing literacy in the first language of minority language speakers is essential for later success in English literacy (Krashen & Biber, 1988); (Cummins, 1989, 1991); (Ramirez et al, 1991); (Tinajero, Hurley, Lozano, 1997).

There is a strong focus on the delivery of the curriculum at the school. The curriculum is well-aligned through weekly grade level and bimonthly, or monthly horizontal planning meetings. Teachers are focused on curriculum objectives, developing strategies to teach the objectives and monitoring student progress through district benchmark tests. During their planning, teachers develop thematic units. The long-range planning provides for planning for instruction for six weeks at a time. At Castañeda, the principal has provided the time-allotment for these planning meetings to take place. The students are involved in non-core curricular subjects while the teachers meet to plan.

Test skills practices are integrated into the daily lessons at the Castañeda, Campestre, Bowie, Clover, Kelly and Scott campuses. Teachers provide direct instruction to the large group and teacher aides also provide support for the instruction in small groups, especially in the primary grades at Bowie, Clover and Castañeda. Different grouping of children facilitates social interaction that increases access to learning language from peer models and increased contexts (Freeman & Freeman, 1992).

The teachers have been supported with opportunities for, and participation in, extensive staff development. Teachers expressed that they have participated in literacy development training provided by the Region One Education Service Center, through local campus staff development provided by district staff, and/or staff development by external experts in bilingual education and language acquisition. Teachers are allowed to attend state and regional conferences provided in bilingual education. Teacher training in language acquisition has been linked extensively to the success of language minority children in academic settings (Carrasquillo & Rodriguez, 1996). Castañeda and Bowie teachers have participated in workshops on writing presented by local authors on their campuses. Teachers at Castañeda, Bowie, Clover, La Encantada, Campestre and Kelly have received training in teaching gifted and talented students, and they have applied strategies for teaching higher-order thinking skills to all, not only to the gifted children, but to the LEP students also. The high expectations have been positive, which expands student potential (Freeman & Freeman, 1992).

After-school tutoring and enrichment have been parts of the overall programs at the seven campuses. On some campuses, they are also involved in the Accelerated Reader Program after school. During the 95-96 and 96-97 school years, the students had been involved in an After School Science Enrichment Program on two campuses. The increased access to the language of science through hands-on activities facilitates success for minority language learners (Carrasquillo & Rodriguez, 1996). They had also been involved in several cultural activities such as art, music and dancing so that they could be exposed to the fine arts.

The assessment and instructional practices observed in the seven successful schools are evident in the research in second language acquisition and learning. The extensive professional background and experience in second language learning and bilingual education of the instructional leaders in the schools contribute to a viable and proven research-based approach to teaching the language minority child. The leadership on, and knowledge of, the learning styles of language minority students that lead to success was evident at the campus leadership level and the district level. Most importantly, it was evident in the direct implementation in the classrooms. Teachers are the catalysts for schools to excel from being effective to becoming exemplary. If teachers are kept up to date on research-based instructional practices in language acquisition, second language theory, philosophy and methodologies, and feel empowered to implement what is needed to help language minority children be successful, the result can be an exemplary school.

In the seven successful schools, the salient characteristics of research in second language learning was clearly evident. A school can have the best materials, best equipment, best buildings, best staff development, etc., but if teachers are not invested in the appropriate instruction and implementation of the program, success will be limited, and perhaps even non-existent. In the seven successful schools, the administrators and teachers are well-prepared to work with LEP children, are committed, and dedicate themselves to implementing the research-based practices for the success of language minority children.

Findings Related to Research Questions

The Successful Schools Study was designed to address specific research questions that delved into demographics, effective practices and characteristics of the seven study sites and educational personnel assigned to the LEP population. Research questions were addressed through campus reporting forms completed by the principals, teacher questionnaires and interview protocols for teachers, district administrators in charge of the bilingual education program, campus principals and parents of LEP students at each of the seven study sites. Further information was acquired through on-site visits by the research team in classrooms at each of the seven study sites. This section provides a narrative (composite) summary of information and responses obtained by the research team, in the context of the research questions targeted by the study.

Findings pertaining to the research questions that deal with characteristics of study sites, teachers, principals and programs are found in Appendix C. Additional information obtained to address the question pertaining to the LEP, Non-LEP and former LEP students' academic performance as measured by TAAS (Grades 3-5), as well as performance on language proficiency assessments is provided in Section V. The research questions in this section include:

- ❖ What are the district leadership practices that facilitate academic and linguistic growth/success for language minority students?
- ❖ What are the campus leadership practices that facilitate academic and linguistic growth/success for language minority students?
- ❖ What are the characteristics of the teaching staff that facilitate academic and linguistic growth/success for language minority students?
- ❖ What are the effective teaching practices that facilitate academic and linguistic growth/success for language minority students?
- ❖ What are the characteristics of parents and parental involvement on the seven campuses?
- ❖ What are the characteristics of program(s) serving language minority students?

Research Question:

What are the district leadership practices that facilitate academic and linguistic growth/success for language minority students?

The research team relied on teacher responses during the one-on-one interviews with all teachers of record assigned to the limited English proficient (LEP) population to document the district leadership practices that contributed to the success of language minority students. The responses consistently identified: staff development programs provided by the districts focusing on language acquisition, bilingual education methodologies and TAAS objectives as contributing to teacher development and student learning. Other workshops such as Teacher Expectations and Student Achievement, as well as Johnson and Johnson Cooperative Learning were identified as having contributed to the students' academic success. Teachers highlighted the practice of the districts to secure experts in the field of bilingual education to provide staff development also as contributing to successful practices. An additional practice that teachers verbalized was contributory to student success were adequate campus budgets for bilingual education programs that provided for the acquisition of needed technology (hardware and software) for use by LEP students.

The district administrators in charge of the bilingual education programs for each district provided both guidance and oversight on implementation of the program for the LEP populations at each of the seven schools. Teachers and campus principals were guided by official policy documents of the school districts that detailed the plan for implementation to educate the LEP students. The plans consistently explained the identification, assessment and placement procedures for LEP students, as well as the roles and responsibilities of the language proficiency assessment committees (LPACs). Since every school established a campus LPAC, assessment and placement of newly enrolled students identified as LEP were processed for appropriate language services on a timely basis.

Research Question:

What are the campus leadership practices that facilitate academic and linguistic growth/success for language minority students?

In order to obtain a comprehensive overview of the campus leadership, the research team relied on responses from teachers, parents and district administrators in charge of the bilingual education program. The cross validation of responses surfaced leadership practices and attributes of the campus principals that positively impacted the linguistic and academic needs of the LEP population. One of the primary attributes of the campus leadership was a genuine communication with parents of LEP students that conveyed and fostered a caring and positive attitude for bilingual students. Campus principals held high expectations for all students and insisted on linguistic development of the LEP population.

Teachers and district administrators believe that the extensive training and certification in bilingual education of the principals strengthen the focus on opportunities and attention for the LEP population. Principals with extensive training in bilingual education and appropriate certification ensured teacher classroom leadership by serving as trainers in much of the on-going staff development. Teachers believed they had great latitude and support in teaching the LEP students because principals empowered them to make instructional decisions. This practice supports the notion of group or shared leadership by campus principals. Some principals advocate for the use of the home language (Spanish) as a medium of instruction, with the instructional and linguistic goal to attain mastery of the home language before transitioning LEP students into all English instruction. This advocacy translates to leadership in literacy acquisition that can only be accomplished through a "Maintenance Program" or a "late-exit" model of bilingual education. This type of program continues the use of the primary language as a medium of instruction until there is evidence that the student has literacy in the home language and English. Finally, the principals were identified as true partners of the instructional team, as evidenced by "hands-on" monitoring of LEP students' language and academic development.

Research Question:

What are the characteristics of the teaching staff that facilitate academic and linguistic growth/success for language minority students?

The responses to the teacher questionnaire administered to all teachers of record at each of the seven successful schools provided data and information necessary for the research team to address this question. The responses indicate there is total commitment and dedication by the bilingual

teachers assigned to work with the LEP population, as evidenced by bilingual teaching experiences that range from 5 to 20+ years. All teachers of record for the LEP population are certified in bilingual education or English as second language, in those instances where there is team-teaching. All teachers at the seven study sites indicated extensive participation in bilingual education and language acquisition staff training at the local district level, the education service centers and/or state conferences for bilingual teachers.

Of the 93 teachers that responded to certain questionnaire items, 62 percent were assigned to primary Grades PreK-2, and 38 percent were assigned to Grades 3-5. In the seven study sites, Hispanic teachers represented 91 percent of all teachers, with African American, Caucasian (Non-Hispanic) and Other comprising the remaining 9 percent. Since the majority of all LEP students at the seven study sites are Hispanic, the ethnicity and background of teachers assigned provided appropriate role models and bilingually proficient teachers at every grade level for the students. Seventy nine percent of all teachers assigned to the LEP population were female. Composite detail regarding the characteristics of all teachers in the seven successful schools, and teacher appraisal data on the Texas Teacher Appraisal System (TTAS) and the Professional Development and Appraisal System (PDAS) provided by some of the campus principals on a voluntary basis are found in Appendix C. The teacher appraisal data consistently support the excellence in teaching by teachers of the campuses reporting.

Research Question:

What are the effective teaching practices that facilitate academic and linguistic growth/success for language minority students?

Some of the determinations by the research team regarding effective teaching practices have been addressed in the **Findings Related to Other Literature**. Additionally, and based on teacher interviews and classroom observations, the following practices surfaced as effectively contributing to the linguistic and academic success of LEP students.

The research team found that no one specific model of bilingual education was implemented at all study sites. The effectiveness of the teaching, in both the early-exit, i.e., "transitional" and late-exit models, was a result of instructional focus and curriculum adaptations that were aligned with the linguistic and academic levels of LEP students that used both the home language and English (ESL) as mediums of instruction. In the past, this alignment was initially referenced in bilingual literature as "time and treatment" that was predicated on the notion of "time on task." Since practically every study site reported that LEP students were classified as Beginner, Intermediate or Advanced, the alignment by teachers ensures the appropriate placement of each LEP student, the amount of time to be devoted to each language, and the type of instructional focus to be provided. The instructional focus may be in the affective and linguistic domains for the Beginner and Intermediate LEP student for language development, as a prerequisite to literacy, and in the cognitive domain for the Advanced LEP student for academic development. Depending on the continuous assessment by teachers, LEP students can progress on the academic development in Spanish, while still at the language development stage in English, the second language. When LEP students were found to be Advanced in the home language, and Beginner in the English language, this variation in the instructional focus took place.

Teachers allowed and encouraged LEP students, who were more proficient in Spanish, to respond to instructional cues in their home language. There was evidence that, at a minimum, the home language was used as a medium of instruction until the second grade. In the late-exit model, the home language was used with LEP students until there was evidence of literacy in both languages. Teachers determined literacy when students demonstrated academic success in both languages. The practice of exiting LEP students in this model invariably took place in Grade 4 and Grade 5. Some of the other instructional practices that proved to be successful in the study sites included: whole language strategies used in early grades; classroom environments that were literacy-rich; phonics awareness developed through rhythm and rhymes; Montessori strategies used in the early childhood program, and music used to reinforce oral language development.

Teachers ensured that the ESL program was an essential part of daily instruction and LEP students used manipulatives and hands-on activities in math and science. They were instructed on test-taking skills and practiced on TAAS strategies in English and Spanish. In addition to one-on-one instruction, the teachers used whole group, small group and cooperative group instruction in the classrooms. The students were frequently taught with teacher-developed Spanish materials. Stories in English via audio-tapes were developed by teachers and sent home with children for them and their parents to practice. This practice positively contributed to the development of English language for both students and parents.

Upon analyzing the responses to some of the questions in the teacher questionnaire, the research team was able to document other teaching (instructional and implementation) practices which were determined to be effective. For example: Of the 89 teachers that responded across the seven study sites, 55 percent indicated they used Spanish most of the time to teach LEP students and 44 percent responded that they did not use Spanish most of the time. Since the questionnaire was not designed to obtain results by grade level, the research team observed that a greater number of teachers indicating they used Spanish most of the time might have been assigned to the primary and other elementary school grades. At these grade levels, a higher incidence of Beginner and Intermediate students are enrolled. Conversely, the observation is made that those teachers responding that they did not use Spanish most of the time might have been assigned to the upper grades. It is at these grades that LEP students start transitioning to English, where the instructional focus is on English. The effective practice here is the teacher's ability to diagnose when the use of one or the other language was most appropriate with students, regardless of grade level(s).

When teachers were asked to respond if they grouped their LEP students for Spanish and English instruction, 61 percent responded "Yes" to grouping in Spanish and 57 percent responded they grouped LEP students for English instruction. The practice of grouping for instructional purposes ensures that the instructional focus is appropriate for the language level and the academic level. This practice greatly contributes to linguistic and academic development of the LEP students since not all students are treated with the same instruction.

Research Question:

What are the characteristics of parents and parental involvement on the seven campuses?

Determinations regarding the characteristics of parents and parental involvement by the research team were based on responses of parent interviews conducted at each of the study sites. A total of 111 parents, representing Grades PreK - 5, were interviewed. Among the most frequent parent responses obtained, the following characteristics were documented.

Parents are supportive of teachers and programs for the LEP population and provide needed encouragement for their children in school and at home. Through participation and contributions in the parent centers in the schools, parents are visible to their children. This visibility and participation translate to positive modeling by parents that supports the importance of education for the children. Parental involvement is genuine as parents are recruited to participate in the instructional process by serving as reading monitors on a daily basis, volunteering with accelerated reading activities, assisting students with spelling and vocabulary lists, and telling Hispanic heritage stories in the classrooms. The parents expressed that teacher/parent communication was consistent, whether the communication regarding their children was positive or negative. The communication mediums were bilingual newsletters, phone calls and home visits. In one campus, parents attended "Parent Night" every six weeks to discuss their children's strengths and weaknesses. All verbal interactions with parents at the schools were in Spanish and English, depending on the language proficiency of the parents. All of the seven schools offered the parents opportunities to participate in programs that helped them develop parenting skills and strategies to help their children at home. In those instances where parents were limited English proficient, instructional activities were provided to help parents become more proficient in the English language.

Research Question:

What are the characteristics of program(s) serving language minority students?

Many of the teacher and campus leadership characteristics that have been mentioned can also be considered program characteristics. As a result of the interview process used by the research team, responses from principals and teachers could be cross-validated. One of the most salient characteristics of all seven programs is the principals' and teachers' program knowledge regarding the education of language minority children. This common thread ensures appropriate instruction in the classrooms, regardless of grade level. Program knowledge has been acquired through extensive and focused training of teachers and principals as part of the on-going professional development agenda at each of the seven schools. As a result of this knowledge, LEP students experience total and continuous support in all educational activities at the seven study sites.

In every instance, Spanish and English were used as languages of instruction, with appropriate attention given to each LEP student's language levels. Teachers ensured language development of the weaker language and literacy development of the stronger or dominant language. This practice supports the implementation of research-based time and treatment models already described. As indicated in the "Teaching Practices" section relating to the literature, LEP students who are unable to acquire proficiency in the home language or English cannot attain academic success. Conversely, when a LEP student attains literacy in the home language, that literacy can

transfer to the second language whereby academic achievement can be attained in both languages. Teachers continue the instructional use of the home language while teaching English as a second language (ESL), a component of the bilingual education program, until LEP students are able to demonstrate adequate skills in English, a prerequisite to English literacy. In three of the schools, Spanish language was maintained as a medium of instruction with a literacy goal that the students become proficient in both Spanish and English. Because the programs for LEP students at the seven schools were literacy focused, principals, teachers and parents afforded equal prestige to Spanish and English languages in the classroom. This practice can be a factor that instills pride and encouragement for LEP students and parents to want to succeed.

From the information and data presented in this report, it is evident that the seven successful schools are implementing effective reading practices which support the goals of the "Texas Reading Initiative," which is predicated on the reading challenge for the State of Texas established by Governor George W. Bush in January 1996. The goal is that all students will read on grade level or higher by the end of Grade 3 and continue reading on or above grade level throughout their schooling. Although the Successful Schools Study did not specifically review the relationship of student success on TAAS to grade level passing standards, the study notes that the high passing rates and mastering of TAAS objectives by LEP students are evidence of progress on the part of the seven successful schools towards the attainment of the Governor's reading challenge.

From the beginning of the "Texas Reading Initiative," it has been clear that success will depend to a large extent on the ability of teachers to implement effective reading practices in their classrooms. The findings indicate that both teachers and campus principals at the successful schools have instituted effective practices that demonstrate how early data collection on students, particularly LEP students, allows educators to make informed and appropriate decisions regarding students' instructional needs. The educators at these schools:

- ❖ developed and implemented the twelve essential components of effective beginning reading programs as defined by the "Texas Reading Initiative"
- ❖ conducted early reading assessment
- ❖ researched good practices that spotlighted reading excellence
- ❖ carried out meaningful parental involvement and
- ❖ focused on professional development

Further detail describing these and other effective assessment, instructional and implementation practices are found in the section immediately following.

One other salient feature of the schools that undoubtedly contributed to the academic success of the LEP student population was the coordination of, and the opportunity to, participate in a myriad of special programs as enhancements to the regular program. These programs include funds and services from: Bilingual Education and ESL Program state funds; State Compensatory Education state funds; federal Title I, Part A and Title I, Part C (Migrant) funds; Emergency Immigrant Education Program and local funds. The comprehensive coordination of the special programs ensured that different funding sources enhanced the overall program offering by

avoiding duplication. This campus practice ensures that all students are afforded equal opportunities to quality education and an appropriate opportunity to equal benefits from programs and services offered. This budgetary support results in program enhancements, or value-added characteristics, that positively impact on the language and academic needs of the LEP students. Some of the program enhancements include the use of instructional technology that uses bilingual software, materials acquisition, supplemental textbooks, recruitment of cultural resources within the community, focused staff development, and other instructional resources such as teacher aides, tutors, etc. Greater detail and listing of program characteristics are provided in Appendix C.

In the previous sections, general observations and summary of characteristics of research and findings of the study have been presented. The following section provides specific information and data from various sources to present each of the seven successful schools in a natural context. As such, the following case studies report on that which was actually occurring during the 1998-99 school year as evidenced by teacher questionnaire responses, administrator, teacher, and parent interviews and on-site classroom observations. They are provided in an attempt to present information from the perspective of the study participants and that of the research team. The case studies are presented in the following section in alphabetical order by school.

BOWIE ELEMENTARY CAMPUS

CAMPUS NAME: BOWIE ELEMENTARY SCHOOL			
DISTRICT NAME: PHARR-SAN JUAN-ALAMO ISD			
SCHOOL YEAR	95-96	96-97	97-98
Grade Level	PreK-5	PreK-5	PreK-5
Total Enrollment	460	476	514
Percent LEP	44%	38%	37%
Percent ED	84%	84%	84%
Instructional Per Pupil Expenditure	\$3,210	\$3,258	\$3,063
State Average Instructional Per Pupil Expenditure	\$2,736	\$2,783	\$2,936
Teacher to Pupil Ratio	15.9	15.9	17.5
State Teacher to Pupil Ratio	15.6	15.5	15.3
ETHNICITY	95-96	96-97	97-98
African American	0.4%	0.4%	0.2%
Hispanic	93.0%	93.7%	95.1%
White	6.5%	5.9%	4.7%
Other	0%	0%	0%
ACCOUNTABILITY RATINGS	95-96	96-97	97-98
Acceptable			
Recognized	X		
Exemplary		X	X

Source: AEIS Campus Reports (1995-96, 1996-97, 1997-98)

Bowie
Elementary School
Pharr-San Juan-Alamo ISD

Bowie Elementary is one of 21 elementary schools in the Pharr-San Juan-Alamo ISD in Hidalgo County. Bowie Elementary, designated as a Title I campus, is located in Alamo, Texas in the Region I Education Service Center area in the Rio Grande Valley. The enrollments of the elementary schools in 1997-98 ranged from a low of 278 students to a high of 696 students. Ten of the elementary schools in the district were below the enrollment for Bowie Elementary (514) and 10 campuses had a higher enrollment. All schools were designated with a grade structure of Early Education to Grade 5. Between the 1995-96 and 1997-98 school years, the Bowie Elementary experienced an enrollment increase of 12 percent from 460 to 514 students in grades PreK-5.

Although the general student population increased over a three-year period, the LEP population registered a decline of 7 percent from 44 percent in 1995-96 to 37 percent in 1997-98. Eighty-four percent of the student population was eligible to participate in the National School Lunch Program in each of the three years of the study.

Other characteristics of the school, as shown on page 36, indicate that the campus teacher-to-pupil ratio remained above the state average for each of the three years, as it increased from 15.9 to 17.5. Conversely, the state average decreased from 15.6 to 15.3. It must be noted; however, that the instructional per-pupil expenditure for the campus decreased as a result of increased enrollment, but remained above the state average for each of the three years analyzed. Hispanic students comprised 93 percent of the student population in 1995-96 and increased to 95.1 percent in 1997-98.

The Bowie Campus has maintained a record of excellence in academic achievement as evidenced by a rating of "Recognized" in 1995-96 in the Texas Accountability System, and ratings of "Exemplary" for each of the two years thereafter. These ratings were attained in spite of an increase in enrollment over three years. In addition to being selected to participate in the Successful Schools Study of the Texas Education Agency, Bowie Elementary has received a number of other awards and recognition. In 1995-96 the school was commended by the commissioner of education (Tx) as a Title I Honored School and recognized as a Distinguished Title I School in 1996-97. In 1997-98, Bowie Elementary was recognized as a National Title I Distinguished School by the Department of Education in Washington, D.C.

Based on the information and data obtained through the use of the teacher questionnaire, one-on-one interviews and classroom observations, the research team attributes this continued success to variables such as, 1) staff and program characteristics and 2) leadership and instructional practices as described in this case study.

Staff Characteristics

The responses to the teacher questionnaire administered to all teachers of record for the LEP population between March and May 1999 indicate that eight (8) teachers out of 30 were assigned to the LEP students at the Bowie Campus as follow: One at Kindergarten; two at First Grade; two at Second Grade; one at Third Grade, and two at Fifth Grade. Although there were certified teachers of record for Grade PreK and Grade 4, they were teachers who did not meet the established criteria for the Successful Schools Study, e.g., assigned to the LEP population for two of the three consecutive years targeted by the study, in order to be included in the study cohort of teachers.

Six (75%) of the eight teachers responded that they had a Bachelors Degree and two (25%) indicated a Masters Degree. All eight (100%) teachers responded as being Hispanic regarding ethnicity and female regarding the gender inquiry in the questionnaire. Four (50%) of the teachers reported 15 to 19 years experience in professional education, with the remaining four teachers indicating experience ranging from 1 to 14 years. Six (75%) of the teachers responded 5 to 19 years of experience in bilingual education, with half of the six indicating experience ranging from 15 to 19 years. The remaining two (25%) of the teachers had one to four years of experience

in bilingual education. Data on number of classes involving LEP students show that one teacher responded all classes, one teacher responded three-fourths of the classes, three teachers responded one-half of the classes and one teacher responded one-fourth of the classes involved LEP students. With regard to proficiency level in Spanish, seven (87.5%) of the teachers indicated they were very fluent and one (12.5%) indicated she was fluent.

The results of the teacher questionnaire for teachers of record at the Bowie Campus indicate that all eight (100%) of the teachers responded "yes" on six of the eight teacher characteristics probes as follow:

- ❖ Possessing a bilingual certificate
- ❖ Possessing an elementary certificate
- ❖ Training in bilingual methods and materials
- ❖ Understanding the benefits of second language learning for LEP students
- ❖ Having confidence in their training to address the needs of LEP students
- ❖ Training primarily through staff development and in-service

Of the remaining two items on teacher characteristics on the questionnaire, seven (87.5%) teachers indicated they were trained in language assessment and were trained through a university/college teacher-training program that prepared teachers to work with LEP students.

The principal of the Bowie Campus, an Hispanic female, has a Masters Degree plus additional college hours. She holds a Mid-Management certificate, as well as Bilingual and Elementary Education certificates. Of the 20+ years in professional education, this principal's responses indicate that she has experience in teaching bilingual education ranging from five to nine years, and 15 to 19 years experience in central and campus administration, including bilingual program administration. During the interview with the principal, it was discerned that, as a result of extensive experience with the education of language minority students, the principal has served as a trainer of her teachers assigned to the LEP population. The principal's extensive bilingual education expertise has prepared her to identify experts in the field of education for language minorities for professional development workshops for teachers at Bowie Elementary. The principal is highly visible on the campus and is respected by students, teachers and parents.

Program Characteristics

The results of the teacher questionnaire indicate that all eight (100%) of the teachers responded "yes" on all four of the (yes/no/uncertain) assessment probes as follow:

- ❖ Assessing the levels of both primary language (Spanish) and English to ensure appropriate instructional focus
- ❖ Assessing the language levels of LEP students on an ongoing basis during the school year
- ❖ Modifying the instruction and placement of LEP students upon receiving new information from the ongoing assessments
- ❖ Assessing the academic levels of LEP students on an ongoing basis during the school year

The research team identified additional program features and characteristics as a result of the classroom observations conducted at Bowie Elementary. The classroom visits were conducted in both bilingual and non-bilingual classrooms to observe and document instructional activities that were coordinated or enhanced by other classroom teachers not designated as teachers of record for the LEP population. Observations by the research team were conducted in over 90 percent of all classrooms at the Bowie Campus. These observations were crucial to assess the effectiveness of across-grade and vertical planning sessions of the teachers at this campus.

The observations disclosed that teachers were using the Bilingual Montessori program in early childhood with developmentally appropriate instructional activities for the LEP students. There was evidence that the home language was used as a medium of instruction in all grade levels, with emphasis on the teaching and incorporating of the LEP students' culture into the curriculum. At the primary grades, there is an emphasis on oral language development. The students are exposed to literacy-rich classroom environments in English and Spanish. At the Bowie Campus, teachers have high expectations of the students and treat students with respect and dignity. The observers noted the use of structured lessons in Spanish and English, with a high degree of time on task using whole group, small group and cooperative learning groups. Teacher aides provided reinforcement of subject matter and concepts to LEP students in the primary grades.

The teachers placed a strong emphasis on writing across the curriculum and displayed student work throughout the classrooms. Authors of the month are chosen in the school, and their work is prominently displayed in the school. Manipulatives are used in the teaching of math and science. Teachers model the use of the manipulatives as they teach the concept with the students actively involved in the instruction. The inclusion of the teaching of culture across the curriculum is very evident at Bowie Elementary. The teacher of the cultural program incorporates language development into her program of music, art and dance that stresses multicultural understanding and an appreciation of the Hispanic culture. The children participate in the program at least once a week. Over the years, the program has developed to be very much a part of the school's curriculum.

There is also a group of children that participate in the mandolin music group. The music teacher of the school directs the group. The music teacher incorporates music selections in the instruction for the students in the group and in the music instruction provided to all the students in the schools. This contributes to the self-esteem and cultural development of students.

Based on campus information provided by the campus principal and the principal's interview, the following program characteristics are noteworthy. At Bowie Campus, the late-exit model for bilingual education is utilized. This model, as described by the principal, requires teachers to assess LEP students linguistically and academically in Spanish and English to determine if literacy is evident in both languages prior to re-classification as Non-LEP, to exit the student from the bilingual education program. At Bowie Elementary, literacy is gauged by mastery of TAAS at grade level and tests administered at the end of the school year, such as Iowa Test of Basic Skills (ITBS) for First and Second grades. This practice helps to determine the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language and English. Specific oral language skills are evident when a LEP

student performs at Competent Literate level in the Language Assessment Scales (LAS) Lectura/ Escritura and Level 4/5 in English LAS-Oral.

All of the teachers assigned to the LEP population as teachers of record are provided with a copy of the Pharr-San Juan-Alamo ISD Transitional Time and Treatment Plan. This plan focuses on a process that utilizes both languages in all elementary grade levels and in all areas of the curriculum. The ratio of the second language (English) to the first language (Spanish) gradually and systematically increases as the LEP student progresses from one language category to the next. Movement of LEP students between language categories does not take place until the end of each school year. The categories are Beginner, Intermediate and Advanced.

According to the district's plan, and as implemented at the Bowie Campus, the Beginner LEP student receives mainstream English in art, music and PE, sheltered ESL (where all subjects are taught using ESL methods) and all core subjects in Spanish. The Intermediate LEP student receives mainstream English in art, music and PE, sheltered ESL in math and science, and social studies and language arts in Spanish. The Advanced LEP student receives mainstream English in all subjects, sheltered ESL in social studies and language arts in Spanish. The Time and Treatment Plan describes procedures for the campus language proficiency assessment committee (LPAC) on identification, assessment, instructional placement and reclassification of LEP students, including time lines and tests to be administered. The actual percentage of time to be devoted to each language during the instructional day is also provided in the Plan.

Bilingual teachers at Bowie Campus qualify for the district's Bilingual/ESL stipend of \$500 to \$1,500 each year if: 1) teacher is assigned to a bilingual classroom requiring certification or endorsement; 2) teacher must hold a bilingual certificate or a permit for such an assignment; 3) 25 percent or more of the classroom must be identified as LEP and served in a bilingual program; 4) teacher must provide documentation of verifiable dual-language instruction through lesson plans, grade book, state adopted materials, schedules and classroom observations, and 5) teacher must attend a minimum of 12 hours in district staff development on a yearly basis. Teachers at the Bowie campus participate in a district sponsored Bilingual Education Institute during the summer. They are able to earn their 12 hours of staff development in bilingual education through participation in this institute. The district bilingual director provides high profile national speakers in second language acquisition methodology and theory, Spanish language arts, ESL strategies and literacy development. Teachers remarked in the interviews that this training has contributed to their success with limited English proficient children.

Parental involvement in support of programs for the LEP population at Bowie Campus is comprehensive with genuine opportunities for parents to participate. Parents are visible on the campus. Parents of LEP students participate in an advisory capacity by serving as members of the Parent Advisory Council (PAC), Campus Performance Objectives Council (site-based decision-making committee of the school), Language Proficiency Assessment Committee (LPAC), and on the decision-making committee of the district.

The Parent Volunteer Program allows parents to: serve in the classroom or library in an instructional capacity, tutor LEP students, tell stories to students that reflect their heritage, prepare materials/manipulatives for instruction and help organize special activities such as Honor Roll Tea, Teacher Appreciation Day and Awards Ceremonies. All parents are invited to attend: "Meet the Teacher Night" in September. It focuses on presentations (English and Spanish) by teachers and the principal on grading, curriculum, bilingual education and discipline management. "Donuts for You" allows parents to observe instruction of their child in actual classroom settings and a potluck dinner to celebrate "Family Month" attracts about 350 parents. Parents are actively involved in helping to prepare costumes, props and set designs for the school's cultural program, which focuses on promoting multicultural understanding and an appreciation of the LEP children's Hispanic culture. Other programs and activities are carried out during the school year that involve business partners in the community. All communications from the school to the home are in English/Spanish. All meetings at the school and teacher/parent conferences are conducted bilingually as needed.

Instructional Practices

The teacher questionnaire included nine Likert-type questions regarding instructional practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were four questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at Bowie Campus is presented below. Composite questionnaire results on Instructional Practices for all seven successful schools are found in Appendix D.

With regard to the question of providing second language instruction, which develops understanding, speaking, reading and writing skills in English, the campus mean (average) was 3.63. The Bowie Campus mean indicates that teachers did provide second language instruction in English ranging from some to most of the time. The counterpart question (#2) in the questionnaire had to do with the provision of language arts in Spanish that includes understanding, speaking, reading and writing skills. The response by the teachers at Bowie Campus indicates a stronger emphasis in the use of Spanish as the language of instruction, as evidenced by a campus mean of 4.63. In this instance, the Bowie Campus mean indicates that the same teachers were focusing more attention to the provision of primary language instruction in Spanish that ranged from most to all of the time.

The third question pertaining to providing instruction in Spanish in math, science, social studies and health yielded a campus mean of 4.63, indicating teachers at Bowie Campus provided a similar instructional focus in core subjects in Spanish as provided in language arts. Question number four inquired if teachers included the teaching of culture in all aspects of the instructional program. The Bowie Campus mean was 4.88, indicating that all teachers taught the culture most to all of the time.

The results of the questionnaire on questions five and six indicate there were hardly any significant differences between the campus means, e.g., 4.11 and 4.25, respectively. The two questions were: having a system to provide English instruction to the students with varying levels of language proficiency and academic experience and having a system to provide Spanish instruction to the

students with varying levels of language proficiency and academic experience. The campus means represent a majority of responses that teachers did have systems for English and Spanish instruction most of the time. With regard to question seven that inquired if teachers had clear time allotments for time on task for the content to be taught in English, the mean was 4.38 indicating a division between most and all of the time.

In the remaining Likert-type questions on instructional practices, i.e., eight and nine, the Bowie Campus mean was 4.88 on both questions. The questions focused on: clear time allotments for time on task for the content to be taught in Spanish and adjusting the teaching pace according to the students' perceived needs. The results on this question indicate that a greater majority of the teachers had clear time allotments for time on task and adjusting the teaching pace all of the time.

In the yes/no/uncertain questions on instructional practices, the teachers' response level at the Bowie Campus on the four questions were:

- ❖ Six (75%) of the eight teachers responded "yes" to using Spanish most of the time to teach LEP students. Note: the questionnaire did not differentiate between native language teachers and ESL teachers in team-teaching scenarios, if such staffing pattern was in use
- ❖ Five (63%) of the eight teachers responded "yes" to allowing LEP students in their classes to express themselves in their primary language during teacher and group interaction. Note: the analysis of the responses to the questionnaire by the research team did not group teacher responses by grade level
- ❖ All (100%) of the eight teachers responded "yes" to allowing LEP students to express themselves in English during teacher and group interaction
- ❖ Seven (88%) of the eight teachers responded "yes" to introducing concepts in Spanish and extending or enriching in English

Implementation Practices

The teacher questionnaire included five Likert-type questions regarding implementation practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were eight questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at Bowie Campus is presented below. Composite questionnaire results on Implementation Practices for all seven successful schools are found in Appendix D.

Regarding the first implementation question of grouping students according to Spanish language ability for Spanish language arts instruction, the campus mean (average) was 1.38. The Bowie Campus mean indicates that the teachers never or rarely used Spanish language ability to group LEP students. The second question is similar to the first, except it focuses on grouping students according to English language ability. The Bowie Campus mean for this question is 2.63. These results indicate that some of the teachers grouped the LEP students by English language ability for English instruction rarely to some of the time.

Teachers at the Bowie Campus indicated that they had meaningful parent participation in their classes as evidenced by a campus mean of 4.0. All teachers felt that there was meaningful parent participation in their classes most of the time. The fourth implementation question asked teachers if they encouraged their students to take responsibility for their own class work. Responses yielded a campus mean of 5.0, which indicates that all teachers encouraged LEP students all of the time. The last question asked teachers if they prepared their students for lessons by reviewing, outlining, explaining objectives and summarizing. A campus mean at 4.88 indicates that the greater majority of teachers prepared their students for lessons all of the time.

In the yes/no/uncertain questions on implementation practices, the teachers' response level at the Bowie Campus on the eight questions indicated that:

- ❖ All eight (100%) teachers responded "yes" on six of the eight implementation practices, including: understanding by parents of LEP students of the benefits of special programs; providing support for LEP students by campus principal; providing support for LEP students by district leadership; participating in decision-making affecting LEP students; helping LEP students advance in their academic development through parental involvement, and helping LEP students advance in their language development through parental involvement
- ❖ Five (63%) of the eight teachers indicated they grouped the LEP students for Spanish instruction according to language proficiency in the students' primary language
- ❖ Five (63%) of the teachers indicated they did not group the students for English instruction according to the language proficiency in the students' second language (English)

The success at Bowie Elementary can be attributed to the administration, teachers and parents who work as a cohesive group to make sure that children are developing the skills to be successful in school. It was evident that the administrator was aware of the research in second language learning and provided the instructional leadership based on principles that lead to successful second language development. Teachers referring to the children as "mi hijo," and "mi hija," repeatedly during the classroom visits by the research team provides the affect needed to help students succeed. This affirmation of the child and belief in their ability to learn regardless of language dominance are characteristics that motivate children to become successful in school. This positive school climate was certainly a part of Bowie Elementary and observed as one of the major contributing factors to the success of the LEP population at this campus.

Other questionnaire results acquired by the research team from all teachers in the seven study sites are found in Appendix D. These include the results on Rank and Order of Professional Development Opportunities and Factors Contributing to LEP Student Success.

CAMPESTRE ELEMENTARY CAMPUS

CAMPUS NAME: CAMPESTRE ELEMENTARY SCHOOL			
DISTRICT NAME: SOCORRO ISD			
SCHOOL YEAR	95-96	96-97	97-98
Grade Level	EE-7	PreK-7	PreK-6
Total Enrollment	811	762	761
Percent LEP	77.6%	91.0%	76.9%
Percent ED	90.1%	93.2%	90.9%
Instructional Per Pupil Expenditure	\$2,502	\$2,176	\$2,408
State Average Instructional Per Pupil Expenditure	\$2,736	\$2,783	\$2,936
Teacher to Pupil Ratio	19.1	16.6	16.2
State Teacher to Pupil Ratio	15.6	15.5	15.3
ETHNICITY	95-96	96-97	97-98
African American	0%	0%	0%
Hispanic	99.4%	99.3%	99.2%
White	0.5%	0.7%	0.8%
Other	.1%	0%	0%
ACCOUNTABILITY RATINGS	95-96	96-97	97-98
Acceptable			
Recognized			X
Exemplary	X	X	

Source: AEIS Campus Reports (1995-96, 1996-97, 1997-98)

Campestre
Elementary School
Socorro ISD

Campestre Elementary is one of 14 elementary schools in the Socorro ISD in El Paso County. Campestre Elementary, designated as a Title I campus, is located in El Paso, Texas in the Region 19 Education Service Center area. The enrollments of the elementary schools in the district in 1997-98 ranged from a low of 540 students to a high of 1,249 students. Five of the elementary schools were below the enrollment for Campestre Elementary (761) and eight campuses had a higher enrollment. One school was designated with a grade structure of Early Education to Grade 2, one designated Grades 2-5, and 11 were designated Early Education to Grade 5. Campestre Elementary was designated a PreK-6 campus in 1997-98. Between the 1995-96 and 1997-98 school years, Campestre Elementary experienced an enrollment decrease

of six percent from 811 to 761 students in grades PreK-6. During the same three-year period, the LEP population fluctuated from 77.6% in 1995-96 to 91.1% in 1996-97, to 76.9% in 1997-98. Over 90 percent of the student population was eligible to participate in the National School Lunch Program in each of the three years of the study.

Other characteristics of the school, as shown on page 44, indicate that the campus teacher-to-pupil ratio remained above the state average for each of the three years, even though it decreased from 19.1 in 1995-96 to 16.2 in 1997-98. The instructional per-pupil expenditure for the campus decreased from \$2,502 to \$2,408 and remained below the state average for each of the three years analyzed. During this same period, the ethnicity of the student population remained virtually all Hispanic.

The Campestre Campus has maintained a record of excellence in academic achievement as evidenced by a rating of "Exemplary" in 1995-96 and 1996-97 in the Texas Accountability System and a rating of "Recognized" for the year thereafter. In addition to being selected to participate in the Successful Schools Study of the Texas Education Agency, Campestre Elementary has received a number of other awards and recognition. Campestre Elementary was recognized as a Title I Honored school in 1995-96 and a Title I Distinguished school in 1996-97 and 1997-98 by the commissioner of education (Tx).

Based on the information and data obtained through the use of the teacher questionnaire, one-on-one interviews and classroom observations, the research team attributes this continued success to variables such as, 1) staff and program characteristics and 2) leadership and instructional practices as described in this case study.

Staff Characteristics

The responses to the teacher questionnaire administered to all teachers of record for the LEP population between March-May, 1999 indicate that fourteen (14) teachers out of 46 were assigned to the LEP students at the Campestre Campus as follow: Two at PreKindergarten; one at Kindergarten; two at First Grade; four at Second Grade; three at Third Grade, and two at Fourth Grade. Although there were other certified teachers of record for the LEP population, they were teachers who did not meet the established criteria for the Successful Schools Study, e.g., assigned to the LEP population for two of the three consecutive years targeted by the study, in order to be included in the study cohort of teachers.

Eleven (79%) of the 14 teachers responded that they had a Bachelors Degree, two (14%) had a Masters Degree plus additional hours and one (7%) indicated a Doctorate Degree. Twelve (86%) of the teachers responded as being Hispanic regarding ethnicity and 10 (71%) indicated female regarding the gender inquiry in the questionnaire. Six (43%) of the teachers reported 15 to 20+ years experience in professional education. The remaining eight teachers indicated experience ranging from one to nine years. Twelve (86%) of the teachers responded as having 5 to 20+ years of experience in bilingual education. Five of the 12 indicated experience ranging from 15 to 20+ years. Data on number of classes involving LEP students show that the majority of the teachers, 12 (86%) of 14 had classes that involved LEP students. The remaining two teachers reported three-fourths and one-half of their classes involved LEP students. With regard to proficiency level in Spanish, 10 (71%) of the teachers indicated they were very fluent, two (14%) were fluent and two (14%) were average.

The results of the teacher questionnaire for teachers of record at the Campestre Campus indicate that all 14 (100%) of the teachers responded "yes" on three of the eight teacher characteristics probes as follow:

- ❖ Training in language assessment
- ❖ Understanding the benefits of second language learning for LEP students
- ❖ Having confidence in their training to address the needs of LEP students

On the remaining five items on teacher characteristics on the questionnaire, the 14 teachers responded with "yes" answers ranging from 43% on being trained primarily through staff development and in-service to work with LEP students, to 93% on being trained in bilingual methods and materials.

The principal of the Campestre Campus, an Hispanic female, has a Masters Degree plus additional college hours. She holds a Mid-Management certificate, Bilingual and Elementary Education certification, as well as Secondary Spanish specialization. Of the 15-19 years in professional education, this principal's responses indicate that she has experience in teaching bilingual education ranging from five to nine years, and five to nine years experience in campus bilingual program administration. She is a strong advocate of parental involvement and takes the lead in ensuring that the inter-relationship between teachers, students and parents is always a "family affair." Her background as a secondary Spanish teacher also contributes to her knowledge of the Spanish language so that she is able to work with the teachers on how to teach specific aspects of the home language of the children. Her additional professional training in the Quality Schools Model and Stephen Covey's Seven Habits of Highly Effective People has also contributed to her effectiveness as the school's administrator.

Program Characteristics

The results of the teacher questionnaire indicate that all 14 (100%) of the teachers responded "yes" on three of the four (yes/no/uncertain) assessment probes as follow:

- ❖ Assessing the levels of both primary language (Spanish) and English to ensure appropriate instructional focus
- ❖ Assessing the language levels of LEP students on an ongoing basis during the school year
- ❖ Assessing the academic levels of LEP students on an ongoing basis during the school year
- ❖ On the remaining item pertaining to modification of instruction upon receiving new information from the ongoing language assessments, 13 (93%) of the teachers responded "yes"

The research team identified additional program features and characteristics as a result of the classroom observations conducted at Campestre Elementary. The classroom visits were conducted in both bilingual and non-bilingual classrooms to observe and document instructional activities that were coordinated or enhanced by other classroom teachers not designated as teachers of record for the LEP population. Observations by the research team were conducted in over 90 percent of all classrooms at the Campestre Campus. These observations were crucial to assess the effectiveness of across-grade and vertical planning sessions of the teachers at this campus.

Once assessed, LEP students at Campestre Elementary are classified in one of six categories. The categories are LEP-a, b, c, d, e and fully English proficient (FEP). A LEP-a student is one who demonstrates low-level of performance in listening, speaking, reading and writing. The LEP-c student has mid-level listening, speaking, reading and writing skills. The LEP-d student has mid-level reading and writing and high-level listening and speaking skills in English. The FEP category is equivalent to the Non-LEP classification used by most schools.

Teachers at Campestre Elementary adhere to the Bilingual Immersion Program of the Socorro ISD. The program is based on thematic learning that incorporates a sheltered ESL approach and a native language (Spanish) development component to meet the needs of the LEP students. The sheltered concept in the content areas means that LEP students use the same texts and materials as are used in the regular classroom with the teacher adapting the materials and instruction to the students' English language level. The students' first language (Spanish) is strengthened through vigorous native language cognitive development (NLCD), both in language arts and in the content areas. The Natural Language Approach is used from 90 to 120 minutes per day in the English Language Arts time block, depending on the students' level of instruction. This approach allows students to acquire language naturally and in low-anxiety situations. In the NLCD component, the Whole Language Approach is used from 60 to 90 minutes per day. This is a holistic approach that encourages student participation in meaningful listening, speaking, reading and writing activities.

The observations disclosed that the teachers exhibited a high degree of time on task with the students. Teachers hold high expectations of the students and display a high level of respect for students. This contributes to a positive school climate. Teachers are often heard communicating with the students using such phrases, as "mi hijo" and "mi hijita." The "Con Ganas" ("With Desire") attitude that is part of the philosophy of the school encourages the students to use their best efforts towards success in their studies. The school mission statement is displayed prominently throughout the school, and helps to keep the administration, faculty, students and parents focused on the mission and the goals of the school.

Thematic units and long-range planning are very much a part of the Campestre program to help LEP students. Parents have taken the initiative to prepare "theme" hallways throughout each wing of the school. Each hallway contains an attractive and motivating theme. The teachers have worked with the parents in designating which themes are to be covered. The teachers then develop thematic activities for the children based on the themes. The learning activities involve reading, writing and math activities across the curriculum. During the research team's visit, a spring theme, a community helpers' theme and other themes were observed.

Campestre School also has a very well-developed cultural component as part of the program for the LEP students. The students are able to develop oral language proficiency through participation in various music, art, dance and literature activities. The students in the primary grades are involved in many activities based on traditional children's literature. Children are introduced to many aspects of their Hispanic heritage during their weekly participation in this program. The administration and teachers indicated the cultural program contributes to the oral language development and self-esteem of the students.

Teachers, in addressing the literacy development of the students, have used the Johnny Can Spell and the Johnny Can Write programs with success. The use of the Total Physical Response methodology for language learning has also contributed to the success of the second language acquisition program. Teachers use another strategy, which they identify as "teaming," whereby the student is allowed "to visit" in an all English classroom before the student is allowed to transition into the English curriculum. The teachers noted that The Reading Renaissance program, which incorporates the Accelerated Reading Program, contributed to the success of the programs with language minority students. Teachers highlighted the "Reader of the Week" to further encourage the participation in the Accelerated Reader Program.

For the development of Spanish literacy, the teachers have used the Estrellitas Program, Primeros Pasos, and have developed their own Spanish language materials for use in the classrooms. The Title I Computer Lab was having a definite impact on the English literacy development of the students. One of the key features of the program at Campestre is the many opportunities for parental involvement available to the parents of the Campestre students. There is a real partnership between the school and the local community. Among the many parental involvement activities are:

- ❖ Parents as Teachers - a program that helps to give parents strategies and skills for working with their children at home
- ❖ Parent - Teacher - Student Triad Program - parents, students, and teachers work collaboratively on math and science projects
- ❖ Family Literacy - a program to develop Family Literacy coordinated with the University of Texas at El Paso
- ❖ Parents Teaching Parents - a Southwestern Bell Telephone grant was obtained to develop this program to involve parents empowering other parents to work with their children
- ❖ Parent Professional Night - parents come to the school once a month and work on Language Arts projects with their children
- ❖ GED preparation program - parents of children in the school are given literacy and GED classes at the school
- ❖ Parent Volunteer Program-parents volunteer to assist as teacher aides in every classroom
- ❖ H. E. R. O. Night-this program is designed to give the parents a chance to learn in a typical classroom setting by experiencing the actual classroom instruction as provided to their children.

The administration indicated that the school was seen as a center for the community. The multi-purpose room of the school is available in the evening for the teenagers in the local community to use for recreational purposes. The local teens use the schools and this "ownership" of the schools has contributed to less vandalism over the past few years. The community feels that this is "their" school and that they have to take care of it.

A strong staff development component has contributed to the success of the school. Teachers indicated training in the Reading Renaissance, Johnny Can Spell and the Johnny Can Write programs, ESL, Whole Language methodology, Breaking the TAAS Code, Gifted and Talented

approaches and training in Learning Styles. Teachers indicated that they were using ESL strategies that had been presented in a workshop by Dr. George Gonzalez. During teachers interviews, teachers indicated that many of the strategies which they learned as part of the Gifted and Talented training which they attended at the Region 19 Education Service Center were incorporated into the second-language learning classrooms, especially in developing higher-order thinking skills.

Instructional Practices

The teacher questionnaire included nine Likert-type questions regarding instructional practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were four questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at Campestre Campus is presented below. Composite questionnaire results on Instructional Practices for all seven successful schools are found in Appendix D.

With regard to the question of providing second-language instruction that develops understanding, speaking, reading and writing skills in English, the campus mean (average) was 4.42. The Campestre mean indicates that teachers did provide second-language instruction in English ranging from most to all of the time. The counterpart question in the questionnaire had to do with the teaching of language arts in Spanish that includes understanding, speaking, reading and writing skills. The response by the teachers at Campestre Campus indicates that Spanish was also used as the language of instruction, as evidenced by a campus mean of 4.14. In this instance, the mean indicates that the same teachers were focusing attention to the teaching of primary language instruction in Spanish for most of the time.

The third question pertaining to providing instruction in Spanish in math, science, social studies and health yielded a campus mean of 3.71, indicating teachers at Campestre Campus provided an instructional focus in core subjects in Spanish ranging from some to most of the time. Question four on instructional practices inquired if teachers included the teaching of culture in all aspects of the instructional program. The Campestre mean was 4.46 indicating that all teachers, in addition to the special cultural teacher, incorporated the students' culture most to all of the time.

The results of the questionnaire on question five yielded a campus mean of 4.36, indicating that teachers had a system to provide English instruction to the students with varying levels of language proficiency and academic experience for most to all of the time. The campus mean of 4.07 on question six documents that teachers also had a system to provide Spanish instruction to the students with varying levels of language proficiency and academic experience for most of the time. The campus means represent a majority of responses that teachers were in fact providing a dual-language program to the LEP students. With regard to question seven, which inquired if teachers had clear time allotments for time on task for the content to be taught in English, the mean was 4.71. This indicated that most and all of the time responses were rated by teachers close to an equal basis on this item.

In the remaining Likert-type questions on instructional practices, i.e., number eight and number nine, the campus means were 4.50 and 4.86, respectively. These questions focused on time on task for the content to be taught in Spanish and on adjusting the teaching pace according to the students' perceived needs. The results on these questions indicate that the majority of the teachers

had clear time allotments for time on task and adjusting the teaching pace from most to all of the time.

In the yes/no/uncertain questions on instructional practices, the teachers' response level at Campestre Campus on the four questions were:

- ❖ 14 (100%) of the 14 teachers responded "yes" to allowing LEP students to express themselves in English during teacher and group interaction
- ❖ 13 (93%) of the 14 teachers responded "yes" to allowing LEP students in their classes to express themselves in their primary language during teacher/group interaction. Note: The analysis of the responses to the questionnaire did not group teacher responses by grade level
- ❖ 13 (93%) of the 14 teachers responded "yes" to introducing concepts in Spanish and then extending or enriching them in English
- ❖ 7 (50%) of the 14 teachers responded "yes" to using Spanish most of the time to teach the LEP students

Implementation Practices

The teacher questionnaire included five Likert-type questions regarding implementation practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were eight questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at Campestre Campus is presented below. Composite questionnaire results on Implementation Practices for all seven successful schools are found in Appendix D.

Regarding the first implementation question of grouping students according to Spanish language ability for Spanish language arts instruction, the campus mean (average) was 2.57. The Campestre Campus mean indicates that the teachers used Spanish language ability to group LEP students rarely to some of the time. The second question is similar to the first, except it focuses on grouping students according to English language ability. The Campestre Campus mean for this question is 2.93. These results indicate that more teachers were grouping the LEP students by English language ability for English instruction for some of the time.

Teachers at the Campestre Campus indicated they had meaningful parent participation in their classes as evidenced by a campus mean of 3.93. All teachers believe that there was meaningful parent participation in their classes some to most of the time. The fourth implementation question asked teachers if they encouraged their students to take responsibility for their own class work. Responses yielded a campus mean of 4.86, indicating that all teachers encouraged LEP students most to all of the time. The last question asked teachers if they prepared their students for lessons by reviewing, outlining, explaining objectives and summarizing. A campus mean of 4.79 indicates that the majority of teachers prepared their students for lessons all of the time.

In the yes/no/uncertain questions on implementation practices, the teachers' responses at the Campestre Campus on the eight questions indicated that:

- ❖ 13 (93%) of the 14 teachers responded "yes" on principal and district leadership providing support for LEP students
- ❖ 12 (86%) of the 14 teachers indicated that parents of LEP students understood the benefits of special programs at their campus
- ❖ 11 (79%) of the 14 teachers believe that parental involvement has helped their students advance in their academic development
- ❖ 10 (71%) of the 14 teachers indicated they participated in program decision-making affecting their LEP students
- ❖ 9 (64%) of the 14 teachers believe that parental involvement has helped their students advance in their language development
- ❖ 9 (64%) of the 14 teachers did not group their LEP students for Spanish according to language proficiency in their primary language
- ❖ 8 (57%) of the 14 teachers did not group their LEP students for English according to language proficiency in their second language (English)

The extensive parental involvement, the strong cultural component, the "Con Ganas" philosophy of the school, the staff development provided for teachers, the linking to the local community and the strong commitment of the administration, teachers and parents to help their children succeed are the characteristics that have contributed to Campestre Elementary being named as a successful school for all children, including language minority children.

Other questionnaire results acquired by the research team from all teachers in the seven study sites are found in Appendix D. These include the results on Rank and Order of Professional Development Opportunities and Factors Contributing to LEP Student Success.

CASTAÑEDA ELEMENTARY CAMPUS

CAMPUS NAME: CASTAÑEDA ELEMENTARY SCHOOL		DISTRICT NAME: BROWNSVILLE ISD		
SCHOOL YEAR	95-96	96-97	97-98	
Grade Level	PreK-5	PreK-5	PreK-5	
Total Enrollment	433	356	354	
Percent LEP	58.2%	62.9%	68.1%	
Percent ED	95.4%	96.1%	96.3%	
Instructional Per Pupil Expenditure	\$2,954	\$2,944	\$2,948	
State Average Instructional Per Pupil Expenditure	\$2,736	\$2,783	\$2,936	
Teacher to Pupil Ratio	17.7	16.2	17.0	
State Teacher to Pupil Ratio	15.6	15.5	15.3	
ETHNICITY	95-96	96-97	97-98	
African American	0%	0%	0%	
Hispanic	99.3%	100%	100%	
White	0.7%	0%	0%	
Other	0%	0%	0%	
ACCOUNTABILITY RATINGS	95-96	96-97	97-98	
Acceptable				
Recognized	X	X		
Exemplary			X	

Source: AEIS Campus Reports (1995-96, 1996-97, 1997-98)

Castañeda
Elementary School
Brownsville ISD

The Castañeda Elementary Campus is one of 27 elementary schools in the Brownsville ISD in Cameron County. Castañeda Elementary, designated as a Title I campus, is located in Brownsville, Texas in the Region I Education Service Center area. The enrollments of the elementary schools in the district in 1997-98 ranged from a low of 321 students to a high of 1,499 students. One of the elementary schools was below the enrollment for Castañeda Elementary (354) and 25 campuses have a higher enrollment. Two schools were designated with a grade structure of Early Education to Grade 6, and 25 are designated Early Education to Grade 5. Between the 1995-96 and 1997-98 school years, the Castañeda Elementary Campus experienced an enrollment decrease of 19 percent from 433 to 354 students in Grades PreK-5. During the same three-year period, the LEP population

increased by 10 percent from 58.2% in 1995-96 to 68.1% in 1997-98. Over 95 percent of the student population was eligible to participate in the National School Lunch Program in each of the three years of the study.

Other characteristics of the school, as shown on page 52, indicate that the campus teacher-to-pupil ratio remained above the state average for each of the three years, even though it decreased from 17.7 in 1995-96 to 17.0 in 1997-98. The instructional per-pupil expenditure for the campus was constant, but still remained above the state average for each of the three years analyzed. During this same period, the Hispanic population increased to 100 percent of the total campus enrollment in 1997-98.

The Castañeda Campus has maintained a record of excellence in academic achievement as evidenced by ratings of "Recognized" in 1995-96 and 1996-97 in the Texas Accountability System, and a rating of "Exemplary" for the year thereafter. In addition to being selected to participate in the Successful Schools Study of the Texas Education Agency, the Castañeda Elementary Campus has received a number of other awards and recognition. In 1995, the Castañeda school was recognized as a Title I Honored school by the Texas Education Agency and received the Governor's Successful Schools Award. In 1996-97, it was awarded a Title I commendation as a Distinguished School. Based on the information and data obtained through the use of the teacher questionnaire, one-on-one interviews and classroom observations, the research team attributes this continued success to variables such as 1) staff and program characteristics and 2) leadership and instructional practices as described in this case study.

Staff Characteristics

The responses to the teacher questionnaire administered to all teachers of record for the LEP population between March-May 1999 indicate that (12) teachers out of 21 were assigned to the LEP students at the Castañeda Campus as follow: One at PreKindergarten; one at Kindergarten; one at First Grade; four at Second Grade; one at Third Grade, two at Fourth Grade, and two at Fifth Grade. Although there were other certified teachers of record for the LEP population, they were teachers who did not meet the established criteria for the Successful Schools Study, e.g., assigned to the LEP population for two of the three consecutive years for the study, in order to be included in the study cohort (group) of teachers.

Ten (83%) of the 12 teachers responded that they had a Bachelors Degree and two (17%) had a Masters Degree. Nine (75%) of the teachers responded as being Hispanic and three (25%) reported as Other. Twelve (100%) indicated female regarding the gender inquiry in the questionnaire. One (8%) of the 12 teachers reported less than five years experience in professional education and the remaining 11 (92%) of the 12 teachers had teaching experience ranging from 5 to 20+ years. The same results as noted for experience in professional education were reported by the 12 teachers regarding experience in bilingual education. Data on number of classes involving LEP students show that all 12 (100%) had classes that involved LEP students. With regard to proficiency level in Spanish, five (42%) of the 12 teachers indicated they were very fluent, six (50%) were fluent, and one (8%) was average.

The results of the teacher questionnaire for teachers of record at the Castañeda Campus indicate that all 12 (100%) of the teachers responded "yes" on four of the eight teacher characteristics probes as follow:

- ❖ Possessing a bilingual certificate
- ❖ Training in bilingual methods and materials
- ❖ Understanding the benefits of second language learning for LEP students
- ❖ Having confidence in their training to address the needs of LEP students

On the remaining four items on teacher characteristics on the questionnaire, the 12 teachers responded with "yes" answers ranging from 58% being trained primarily through staff development and in-service to work with LEP, to 86% being trained through a university/college teacher training program that prepared teachers to work with LEP students. Sixty-seven percent of the teachers indicated they were also trained in language assessment.

The principal of the Castañeda Campus, an Hispanic female, has a Masters Degree plus additional college hours. She holds a Mid-Management, Bilingual and Elementary Education certificates. Of the 20+ years in professional education, this principal's responses indicate that she has experience in teaching bilingual education ranging from five to nine years, and 15 to 19 years experience in campus bilingual program administration. The principal's bilingual education expertise prepared her to identify experts in education of language minorities. She called on them to provide professional development workshops for teachers at Castañeda Elementary. The principal has extensive experience with bilingual students and had worked many years with migrant students. These combined experiences contribute to understanding the challenges of working with language minority children. The principal was very aware of the academic performance of each of the students in the school and she is in constant contact with parents and teachers on their progress. Because of her experience with LEP and migrant children, she is able to offer suggestions to teachers for improving instruction for language minority children.

Program Characteristics

The results of the teacher questionnaire indicate that all 12 (100%) of the teachers responded "yes" on three of the four (yes/no/uncertain) assessment probes as follow:

- ❖ Assessing the levels of both primary language (Spanish) and English to ensure appropriate instructional focus
- ❖ Assessing the academic levels of LEP students on an ongoing basis during the school year
- ❖ Modifying the instruction and placement of LEP students upon receiving new information from the ongoing assessments
- ❖ On the remaining item pertaining to assessing the language levels of the LEP students on an ongoing basis, 11 (92%) of the teachers responded "yes"

Benchmark assessment is done on a four to six weeks basis using TAAS released tests and district benchmark tests. TAAS released tests are actual tests used by the TEA in a prior year, but which do not include any of the field test-items that will be used in future tests. The prior year TAAS

tests are released in August for disclosure to the public and for schools to use in formative student evaluations. Students are monitored for successful mastery of TAAS objectives on a regular basis. Students not mastering objectives are assigned to the Title I and Compensatory Education TAAS Enrichment Program after school, as are other students in need of subject-matter tutoring assistance. The teachers indicated that the after-school tutoring sessions have motivated students to read. The school had also been involved in an after-school science enrichment program in prior years, but discontinued the program for lack of funds. Parental involvement is an integral part of the after-school program.

The research team identified additional program features and characteristics as a result of the classroom observations conducted at Castañeda Elementary. The classroom visits were conducted in both bilingual and non-bilingual classrooms to observe and document instructional activities that were coordinated or enhanced by other classroom teachers not designated as teachers of record for the LEP population. Observations by the research team were conducted in over 90 percent of all classrooms at the Castañeda Campus. The effectiveness of across-grade and vertical planning sessions of the teachers at this campus was evident as teachers repeatedly stated how valuable these sessions were for student success.

The observations disclosed that teachers were using the Montessori methodology in early childhood bilingual classrooms with developmentally appropriate instructional activities for the LEP students. Students are allowed to work tactically with letters, then with sounds, and then with words in Spanish and English. The Jostens Computer Lab is also used to monitor student progress and performance. There was evidence that the home language was used as a medium of instruction in the curriculum in all grade levels with emphasis on the LEP students' culture. All of the classroom teachers incorporate a strong ESL instructional component in the content areas. At the primary grades, emphasis was on oral language development. The language experience approach has been used with the students extensively. During teacher interviews, they expressed that this methodology helped the students succeed.

At the Castañeda Campus, teachers have high expectations of the students and treat students with respect and dignity. A positive classroom climate was observed in the classrooms as teachers affirmed the students' responses whether they were given in Spanish or English. Students were affirmed and motivated by the teachers with such positive addresses as "mi hijo" or "mi hija," thus connecting with the students' home language and culture. Teachers also incorporate higher-order thinking skills into their classroom instruction using strategies that they learned in the Gifted and Talented training that is mandated by the state. Teachers believe that all children should be challenged with higher-order thinking skills. The observers noted the use of structured lessons in Spanish and English, with emphasis on quality time on task with instruction for whole group, small group and cooperative learning groups. Teacher aides provided reinforcement of subject matter and concepts for LEP students. The teacher aides in PreK and Grade 1 were funded through the bilingual program and federal Title I funds were used to fund shared paraprofessionals in Grades 2-4. The teachers placed a strong emphasis on writing across the curriculum and displayed student work throughout the classrooms. Bilingual teachers are provided a stipend of \$1,000.

Thematic units are also a part of the overall curriculum at Castañeda. Teachers plan these units during their vertical team meetings. Teachers incorporate the Texas Essential Knowledge and Skills (TEKS) and the TAAS objectives into the thematic units. Units are incorporated into the curriculum at least once every six weeks. Thematic units are revised on an annual basis, depending on how successful the activities have been with the students. Teachers share materials and collaborate to ensure student success.

All staff development held at the Castañeda Campus focuses the teachers on how to help the LEP students. Teachers have received staff development on Dale Beula Creative Writing, Scientific Spelling, Sharon Wells Writing, Multi-sensory Grammar and the Language Experience Approach. The campus instructional facilitator provides some of the local in-service.

Based on information provided by the campus principal and the principal's interview, the following program characteristics are noteworthy. At Castañeda Campus, the transitional model for bilingual education is used. This model, as described by the principal, requires teachers to continuously assess LEP students linguistically and academically in Spanish and English, until the teacher determines that the student demonstrates an adequate proficiency in English to exit the student from the bilingual education program. Adequate proficiency is aligned with state exit criteria.

All of the teachers assigned to the LEP population as teachers of record are provided with a copy of the Brownsville ISD's *Recommended Elementary Model for the Time and Treatment Framework*. This plan focuses on a process that utilizes both languages in all grade levels and in all areas of the curriculum. Specific features of the Elementary Model for LEP students describes the PreKindergarten program as a developmental program with the majority of instruction conducted in the primary language of the LEP student. The Model prohibits the exiting of students from the bilingual education or ESL program in PreK through Grade 1.

According to the district's model implemented at the Castañeda Elementary, the time and treatment framework is designed to impact the affective, cognitive and linguistic domains of the LEP students. In the affective domain, the primary language and basic intra-communicational skills are introduced to instill a positive self-concept and identity with their cultural heritage. math, science, health and social studies are introduced in the primary language to establish the base of knowledge in the cognitive domain. The second language (English) is introduced through ESL methodologies. In the linguistic domain, the students' primary language skills are applied in listening, speaking, reading and writing, with a focus on mastery of essential knowledge and skills and higher-order thinking skills in all subjects.

LEP students are classified in one of three categories, e.g., Beginner, Intermediate and Advanced. The campus Language Proficiency Assessment Committee (LPAC) makes all category determinations at the end of the year. The classroom teacher is responsible for delivering instruction according to LEP students' needs and adjusting the treatment for each student as language proficiency improves in the second language. According to the time blocks (time) to be

devoted to both languages (primary language instruction and ESL as treatment), teachers follow a prescribed instructional focus plan as described below:

- ❖ The Beginner student is provided primary language instruction ranging from 80% to 60% of the time, with ESL being provided for 20% to 40% of the time
- ❖ The Intermediate student is provided primary language instruction ranging from 50% to 40% of the time and ESL is provided for 50% to 60% of the time. The Model specifically points out that "intermediate students must continue to receive reading instruction in Spanish using Spanish language arts frameworks and state-adopted materials"
- ❖ The Advanced student is provided primary language instruction ranging from 30% to 20% of the time and ESL is provided for 70% to 80% of the time. A requirement for continued reading instruction in Spanish for the Advanced student is evident in the district's Model
- ❖ LEP students are exited when they meet all of the exit criteria as stipulated in the "Commissioners Rules for the Education of Limited English Proficient Students"

Parental involvement in support of programs for the LEP population at Castañeda Campus is comprehensive and parents have genuine opportunities to participate. Parents of LEP students participate in the Parent Teacher Organization and in an advisory capacity as members of the Parent Advisory Committees (PAC), Community/Parents Volunteers, Language Proficiency Assessment Committee (LPAC) and on the decision-making committee of the district. The Parent Volunteer Program allows parents to: serve in the classroom/library in an instructional capacity; tutor LEP students; tell stories to students that reflect their heritage; prepare materials/manipulatives for instruction, and assist with lamination of materials. During parent interviews, parents stressed that the teachers and administration have an "open door" policy and that they can address any concerns regarding their children with them at any time. All communications from school to home are in English/Spanish. All meetings at the school and teacher/parent conferences are conducted bilingually as needed.

Instructional Practices

The teacher questionnaire included nine Likert-type questions regarding instructional practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were four questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at Castañeda Campus is presented below. Composite questionnaire results on Instructional Practices for all seven successful schools are found in Appendix D.

With regard to the question of providing second language instruction, which develops understanding, speaking, reading and writing skills in English, the campus mean (average) was 4.0. The Castañeda Campus mean indicates that teachers did provide second language instruction in English most of the time. The counterpart question in the questionnaire had to do with the provision of language arts in Spanish, which includes understanding, speaking, reading and writing skills. The response by the teachers at Castañeda Campus indicates that Spanish was also used as the language of instruction, as evidenced by a campus mean of 3.83. In this instance, the Castañeda Campus mean indicates that the same teachers were also focusing attention to primary language instruction in Spanish for some to most of the time.

The third question pertaining to providing instruction in Spanish in math, science, social studies and health yielded a campus mean of 3.83. This indicated that teachers at Castañeda Campus provided an instructional focus in core subjects in Spanish ranging from some to most of the time. Question four on instructional practices inquired if teachers included the teaching of culture in all aspects of the instructional program. The Castañeda Campus mean was 4.33 indicating that teachers taught the culture most of the time.

The results of the questionnaire on question five yielded a campus mean of 3.92 indicating that teachers had a system to provide English instruction to the students with varying levels of language proficiency and academic experience for some to most of the time. The campus mean of 4.00 on question six documents that teachers also had a system to provide Spanish instruction to the students with varying levels of language proficiency and academic experience for most of the time. The campus means represent that a majority of teachers were providing a dual-language program to the LEP students. With regard to question seven, which inquired if teachers had clear time allotments for time on task for the content to be taught in English, the mean was 4.55 indicating a division between most and all of the time.

In the remaining Likert-type questions on instructional practices, i.e., number eight and number nine, the campus means were 4.27 and 4.50, respectively. These questions focused on clear time allotments for time on task for the content to be taught in Spanish and adjusting the teaching pace according to the students' perceived needs. The results on these questions indicate that a majority of the teachers had clear time allotments for time on task and adjusting the teaching pace most to all of the time.

In the yes/no/uncertain questions on instructional practices, the teachers' response level at the Castañeda Campus on the four questions were:

- ❖ 12 (100%) of the 12 teachers responded "yes" to allowing LEP students to express themselves in the Spanish language during teacher and group interaction and introducing concepts in Spanish and enrichment in English
- ❖ 11 (92%) of the 12 teachers allowed LEP students to express themselves in their second language (English)
- ❖ 8 (67%) of the 12 teachers did not use Spanish most of the time to teach their LEP students. Note: the analysis of the responses to the questionnaire by the research team did not group teacher responses by grade level

Implementation Practices

The teacher questionnaire included five Likert-type questions regarding implementation practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were eight questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at Castañeda Campus is presented below. Composite questionnaire results on Implementation Practices for all seven successful schools are found in Appendix D.

Regarding the first implementation question of grouping students according to Spanish language ability for Spanish language arts instruction, the campus mean (average) was 4.17. The Castañeda Campus mean indicates that the teachers used Spanish language ability to group LEP students most to all of the time. The second question is similar to the first, except it focuses on grouping students according to English language ability. The Castañeda Campus mean for this question is 4.50. These results indicate that teachers were divided in grouping the LEP students by English language ability for English instruction. The division was between most and all of the time.

Teachers at the Castañeda Campus indicated that they had meaningful parent participation in their classes as evidenced by a campus mean of 3.42. All teachers believed that there was meaningful parent participation in their classes some to most of the time. The fourth implementation question asked teachers if they encouraged their students to take responsibility for their own class work. Responses yielded a campus mean of 4.64 that indicates that all teachers encouraged LEP students most to all of the time. The last question asked teachers if they prepared their students for lessons by reviewing, outlining, explaining objectives and summarizing. A campus mean of 4.50 indicates that the majority of teachers prepared their students for lessons most to all of the time.

In the yes/no/uncertain questions on implementation practices, the teachers' response level at the Castañeda Campus on the eight questions indicated that:

- ❖ 11 (92%) of the 12 teachers responded "yes" on parents of LEP students understood the benefits of special programs at their campus and that the campus principal and the district leadership provided support for the LEP students
- ❖ 10 (83%) of the 12 teachers indicated that they grouped their LEP students for English according to language proficiency in their second language (English) and that they participated in program decision-making affecting their LEP students
- ❖ 9 (75%) of the 12 teachers indicated they grouped their LEP students for Spanish according to language proficiency in their primary language, that parental involvement has helped their students advance in their academic development and that parental involvement has helped their students advance in their language development

The empowerment of the staff by the principal, the vertical and horizontal team planning, the on-going monitoring of first and second language development, teacher-developed thematic units, Spanish materials, and the commitment of the administration and the teachers to ensure success for all students, are contributing to making Castañeda a successful school.

Other questionnaire results acquired by the research team from all teachers in the seven study sites are found in Appendix D. These include the results on Rank and Order of Professional Development Opportunities and Factors Contributing to LEP Student Success.

CLOVER ELEMENTARY CAMPUS

CAMPUS NAME: CLOVER ELEMENTARY SCHOOL			
DISTRICT NAME: PHARR-SAN JUAN-ALAMO ISD			
SCHOOL YEAR	95-96	96-97	97-98
Grade Level	PreK-5	PreK-5	PreK-5
Total Enrollment	400	470	478
Percent LEP	40.5%	44.5%	42.9%
Percent ED	87.3%	90.2%	91.2%
Instructional Per Pupil Expenditure	\$3,271	\$2,904	\$2,999
State Average Instructional Per Pupil Expenditure	\$2,736	\$2,783	\$2,936
Teacher to Pupil Ratio	14.8	16.2	17.1
State Teacher to Pupil Ratio	15.6	15.5	15.3
ETHNICITY	95-96	96-97	97-98
African American	0.3%	.0%	0.2%
Hispanic	99.5%	99.6%	98.7%
White	0.3%	0.4%	1.0%
Other	0%	0%	0%
ACCOUNTABILITY RATINGS	95-96	96-97	97-98
Acceptable			
Recognized	X	X	
Exemplary			X

Source: AEIS Campus Reports (1995-96, 1996-97, 1997-98)

Clover
Elementary School
Pharr-San Juan-Alamo ISD

Clover Elementary is one of 21 elementary schools in the Pharr-San Juan-Alamo ISD in Hidalgo County. Clover Elementary, designated as a Title I campus, is located in San Juan, Texas in the Region I Education Service Center area in the Rio Grande Valley. The enrollments of the elementary schools in the district in 1997-98 ranged from a low of 278 students to a high of 696 students. Nine of the elementary schools were below the enrollment for Clover Elementary (478) and 11 campuses had a higher enrollment. All schools were designated with a grade structure of Early Education to Grade 5. Between the 1995-96 and 1997-98 school years, Clover Elementary experienced an enrollment increase of 20 percent from 400 to 478 students in Grades PreK-5. As the general student population increased over a three-year period, the LEP population registered

an increase of slightly over two percent from 40.5 percent in 1995-96 to 42.9 percent in 1997-98. The economically disadvantaged populations also experienced close to a four percent growth as it went from 87.3 percent to 91.2 percent in 1997-98. For 1996-97 and 1997-98, over 90 percent of the student population were eligible to participate in the National School Lunch Program.

Other characteristics of the school, as shown on page 60, indicate that the campus teacher-to-pupil ratio was below the state average for 1995-96 but above it as it increased from 14.8 in 1995-96 to 17.1 in 1997-98. It should be noted; however, that the instructional per-pupil expenditure for the campus decreased from \$3,271 to \$2,999 as a result of increased enrollment, but still remained above the state average for each of the three years analyzed. Hispanic students comprised 99.5 percent of the student population in 1995-96 and decreased to 98.7 percent in 1997-98.

The Clover Campus has maintained a record of excellence in academic achievement as evidenced by a rating of "Recognized" in 1995-96 and in 1996-97 in the Texas Accountability System and a rating of "Exemplary" in 1997-98. These ratings were attained in spite of an increase in enrollment over three years. In addition to being selected to participate in the Successful Schools Study of the Texas Education Agency, Clover Elementary has received a number of other awards and recognition. In 1995-96 the school received the Four Star School Award from the Texas Monthly magazine and recognized as a Title I Distinguished School in 1996-97 and in 1998-99 by the Texas Education Agency. In 1997-98, Clover Elementary received the Governor's Texas Successful School Award.

Based on the information and data obtained through the use of the teacher questionnaire, one-on-one interviews and classroom observations, the research team attributes this continued success to variables such as, 1) staff and program characteristics and 2) leadership and instructional practices as described in this case study.

Staff Characteristics

The responses to the teacher questionnaire administered to all teachers of record for the LEP population between March-May, 1999 indicate that seven teachers out of 28 were assigned to the LEP students at the Clover Campus as follows: One at PreKindergarten; two at Kindergarten; two at First Grade; one at Third Grade, and one at Fifth Grade. Although there were certified teachers of record for the 2nd and 4th Grades, they were teachers who did not meet the established criteria for the Successful Schools Study, e.g., assigned to the LEP population for two of the three consecutive years targeted by the study in order to be included in the study cohort of teachers.

Six (86%) of the seven teachers responded that they had a Bachelors Degree, and one (14%) indicated a Masters Degree. All seven (100%) teachers responded as being Hispanic regarding ethnicity, six (86%) indicated female and one (14%) reported male regarding the gender inquiry in the questionnaire. Two (29%) of the teachers reported 10 to 14 years experience in professional education with the remaining five (71%) teachers indicating experience ranging from 15 to 20+ years. Six (86%) of the teachers responded as having 10 to 19 years of experience in bilingual education. Four of the same six indicated experience ranging from 15 to 19 years. The remaining

teachers had one to four years of experience in bilingual education. Data on number of classes involving LEP students show that all seven (100%) teachers responded that all of their classes involved LEP students. With regard to proficiency level in Spanish, three (43%) of the teachers indicated they were very fluent, while four (57%) indicated they were fluent.

The results of the teacher questionnaire for teachers of record at the Clover Campus indicate that all seven (100%) of the teachers responded "yes" on five of the eight teacher characteristics probes as follow:

- ❖ Possessing a bilingual certificate
- ❖ Possessing an elementary certificate
- ❖ Understanding the benefits of second language learning for LEP students
- ❖ Having confidence in their training to address the needs of LEP students
- ❖ Training primarily through staff development and in-service

Of the remaining two items on teacher characteristics on the questionnaire, six (86%) teachers indicated they were trained in language assessment and were trained in bilingual methods and materials. Teachers assigned to the LEP population in the Pharr-San Juan-Alamo ISD attend a Summer Bilingual Education Institute sponsored by the district on an annual basis. National and regional experts in the field of bilingual education provide the staff development at these institutes. In the teacher interviews, the comprehensive nature of these institutes was mentioned as one of the elements that has contributed to the teachers' success with language minority children.

The principal of the Clover Campus, an Hispanic female, has a Masters Degree plus additional college hours. She holds a Mid-Management certificate, as well as Bilingual, Elementary Education and Early Childhood certificates. Of the 20+ years in professional education, this principal's responses indicate that she has experience in teaching bilingual education ranging from 15 to 19 years and five to nine years experience in central and campus administration, including bilingual program administration.

Program Characteristics

The results of the teacher questionnaire indicate that all seven (100%) of the teachers responded "yes" on two of four of the (yes/no/uncertain) assessment probes as follow:

- ❖ Assessing the levels of both primary language (Spanish) and English to ensure appropriate instructional focus
- ❖ Assessing the academic levels of LEP students on an ongoing basis during the school year

With regard to the other two items on assessment, four (57%) of the seven teachers indicated they assessed the language level of LEP students on an ongoing basis during the school year and modified the instruction and placement of LEP students based on information from the ongoing assessments.

The research team identified additional program features and characteristics as a result of the classroom observations conducted at Clover Elementary. The classroom visits were conducted in both bilingual and non-bilingual classrooms to observe and document instructional activities that were coordinated or enhanced by other classroom teachers not designated as teachers of record for the LEP population. Observations by the research team were conducted in over 90 percent of all classrooms at the Clover Campus. These observations were crucial to assess the effectiveness of across-grade and vertical planning sessions of the teachers at this campus.

The observations disclosed that teachers were using the Bilingual Montessori program in early childhood bilingual classrooms with developmentally appropriate instructional activities for the LEP students. The instructional focus for students in the early childhood bilingual education classroom was discovery learning and "hands on" activities. Activity centers in the Montessori early childhood classrooms used the Spanish and English languages as mediums of instruction. The Developmental Learning Materials (DLM) program is also used in these classrooms. There was evidence that the home language was used as a medium of instruction in all grade levels with emphasis on the teaching of writing in the language arts curriculum. During a lesson cycle, teachers presented structured lessons that included the use of manipulatives and technology. The classroom interaction included whole group, small group and cooperative learning groups with teacher aides in PreK, Kindergarten, First and Second grades actively involved in reinforcement and extension of learning in small group settings. Classroom learning centers were evident in the primary classrooms. At the Clover Campus, teachers have high expectations of the students and treat students with respect and dignity. The observer noted that students were actively involved with reading and with the Accelerated Reader Program. Instruction was provided in Spanish and English depending on the level of each LEP student. Integrated units, the Sing-Spell-Write Program and the tutoring program were identified by the teachers as other program elements that have contributed to the success of the LEP students. The campus reflected a clean and orderly environment with parents also involved in learning activities in the Parents Room.

Based on information provided by the campus principal and the principal's interview, the following program characteristics are noteworthy. At Clover Campus, the transitional bilingual program model is used. In this model, LEP students are transitioned to English reading as soon as specific criteria outlined in the district's plan are met. In keeping with the Pharr-San Juan-Alamo ISD plan for bilingual education, teachers at Clover Elementary gauge literacy by mastery of TAAS at grade level and tests administered at the end of the school year (Iowa Test of Basic Skills-ITBS). Through this practice, teachers are able to diagnose the extent of the student's oral and written language proficiency and specific language skills in both primary language and English. Specific oral language skills are evident when a LEP student performs at Competent Literate level in the Language Assessment Scales (LAS) Lectura/Escritura and Level 4/5 in English LAS-Oral.

All of the teachers of record assigned to the LEP population are provided with a copy of the Pharr-San Juan-Alamo ISD Transitional Time and Treatment Plan. This plan focuses on a process that uses both languages in all grade levels and in all areas of the curriculum. The ratio of the second language (English) to the first language (Spanish) gradually and systematically increases as the LEP student progresses from one language category to the next. LEP students may not be

reassigned from one language category to another until the end of each school year. The categories are Beginner, Intermediate and Advanced. Once a LEP student is exited from the bilingual program, his/her academic progress is evaluated by the LPAC for two consecutive years to determine if the exited student should remain Non-LEP.

According to the district's plan, and as implemented at the Clover Campus, the Beginner LEP student receives mainstream English in art, music and PE, sheltered ESL and all core subjects in Spanish. The Intermediate LEP student receives mainstream English in art, music and PE, sheltered ESL in math and science and social studies and language arts in Spanish. The Advanced LEP student receives mainstream English in all subjects, sheltered ESL in social studies and language arts in Spanish. The Time and Treatment Plan describes procedures for the campus LPAC on identification, assessment, instructional placement and reclassification of LEP students, including time lines and tests to be administered. The actual percentage of time to be devoted to each language during the instructional day is also provided in the district's plan. The teachers indicated in their questionnaires that being able to group the students and having the flexibility to make instructional decisions were additional factors that contribute to the success of the LEP students.

Bilingual teachers at Clover Campus also qualify for the district's Bilingual/ESL stipend of \$500 to \$1,500 each year if: 1) teacher is assigned to a bilingual classroom requiring certification or endorsement; 2) teacher must hold a bilingual certificate or a permit for such an assignment; 3) 25 percent or more of the classroom must be identified as LEP and served in a bilingual program; 4) teacher must provide documentation of verifiable dual-language instruction through lesson plans, grade book, state adopted materials, schedules and classroom observations; and 5) teacher must attend a minimum of 12 hours in district staff development on an annual basis.

Parental involvement in support of programs for the LEP population at Clover Campus is comprehensive with genuine opportunities for parents to participate. Parents are encouraged to attend monthly meetings hosted by the campus community aide. The meetings include many different topics and speakers. Parents assist teachers by volunteering their time in the classroom. Parents have been trained to use the instructional equipment on campus. They assist teachers in making games and helping out with other activities. Parent training is also provided in the computer lab by the lab manager on the use of technology with children. Craft and sewing classes are provided for parents during the school year. All communication from the school to the home is done in English/Spanish. All meetings at the school and teacher/parent conferences are conducted bilingually as necessary.

Instructional Practices

The teacher questionnaire included nine Likert-type questions regarding instructional practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, four questions solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses from the teachers at Clover Campus is presented below. Composite questionnaire results on Instructional Practices for all seven successful schools are found in Appendix D.

With regard to the question of providing second language instruction that develops understanding, speaking, reading and writing skills in English, the campus mean (average) was 3.57. The Clover Campus mean indicates that teachers did provide second language instruction in English ranging from some to most of the time. The counterpart question in the questionnaire had to do with instruction of language arts in Spanish that includes understanding, speaking, reading and writing skills. The response by the teachers at Clover Campus indicates a stronger emphasis in the use of Spanish as the language of instruction as evidenced by a campus mean of 4.00. In this instance, the Clover Campus mean indicates that the same teachers were focusing attention to primary language instruction in Spanish for most of the time.

The third question pertaining to providing instruction in Spanish in math, science, social studies and health yielded a campus mean of 4.00 indicating that teachers at Clover Campus provided a similar instructional focus in Spanish in core subjects and in language arts. Question four inquired if teachers included the teaching of culture in all aspects of the instructional program. The Clover Campus mean was 3.57 indicating that all teachers taught the culture some to most of the time.

The results of the questionnaire on questions five and six indicate there was no difference. Both means were 4.86. The two questions were: 1) having a system to provide English instruction to the students with varying levels of language proficiency and academic experience, and 2) having a system to provide Spanish instruction to the students with varying levels of language proficiency and academic experience. The campus means represent a majority of responses that teachers did have systems for English and Spanish instruction most to all of the time. With regard to question seven that inquired if teachers had clear time allotments for time on task for the content to be taught in English, the mean was 4.71 indicating a division between most and all of the time.

In the remaining Likert-type questions on instructional practices, i.e., number eight and number nine, the Clover Campus means were 4.86 and 5.00, respectively. The questions focused on: clear time allotments for time on task for the content to be taught in Spanish and adjusting the teaching pace according to the students' perceived needs. The results on these questions indicate that a majority of the teachers had clear time allotments for time on task and adjusting the teaching pace all of the time.

In the yes/no/uncertain questions on instructional practices, the teachers' responses at the Clover Campus on the four questions were:

- ❖ Six (86%) of the seven teachers responded they did not use Spanish most of the time to teach LEP students. Note: The questionnaire did not differentiate between native language teachers and ESL teachers in team-teaching scenarios, if such staffing pattern was in use
- ❖ Seven (100%) of the teachers responded "yes" to allowing LEP students in their classes to express themselves in their primary language during teacher and group interaction
- ❖ Five (71%) of the seven teachers responded "yes" to allowing LEP students to express themselves in English during teacher and group interaction
- ❖ Six (86%) of the seven teachers responded "yes" to introducing concepts in Spanish and extended or enriched in English

Implementation Practices

The teacher questionnaire included five Likert-type questions regarding implementation practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were eight questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses from the teachers at Clover Campus is presented below. Composite questionnaire results on Implementation Practices for all seven successful schools are found in Appendix D.

Regarding the first implementation question of grouping students according to Spanish language ability for Spanish language arts instruction, the campus mean (average) was 3.86. The Clover Campus mean indicates that the teachers used Spanish language ability to group LEP students some to most of the time. The second question is similar to the first, except it focuses on grouping students according to English language ability. The Clover Campus mean for this question was 4.00. These results indicate that teachers grouped the LEP students by English language ability for English instruction most of the time.

Teachers at the Clover Campus indicated they had meaningful parent participation in their classes rarely to some of the time as evidenced by a campus mean of 2.86. The fourth implementation question asked teachers if they encouraged their students to take responsibility for their own class work. Responses yielded a campus mean of 4.86 which indicated that all teachers encouraged LEP students most to all of the time. The last question asked teachers if they prepared their students for lessons by reviewing, outlining, explaining objectives and summarizing. A campus mean of 5.00 indicated that all teachers prepared their students for lessons all of the time.

In the yes/no/uncertain questions on implementation practices, the teachers' response level at the Clover Campus on the eight questions indicated that:

- ❖ All eight (100%) teachers responded "yes" on two of the eight implementation practices, including providing support for LEP students by campus principal and providing support for LEP students by district leadership
- ❖ Six (86%) of the eight teachers indicated they believe parental involvement helped LEP students advance in their academic advancement
- ❖ Five (71%) of the seven teachers indicated they felt parents of LEP students understood the benefits of the special programs
- ❖ Four (57%) of the seven teachers responded they grouped their LEP students for Spanish according to language proficiency in their primary language and participated in program decision-making that affected their LEP students
- ❖ Four (57%) of the seven teachers indicated they did not group their LEP students for English instruction according to language proficiency in their second language (English) and did not believe parental involvement helped their LEP students advance in their language development

Other questionnaire results acquired by the research team from all teachers in the seven study sites are found in Appendix D. These include the results on Rank and Order of Professional Development Opportunities and Factors Contributing to LEP Student Success.

KELLY ELEMENTARY CAMPUS

CAMPUS NAME: KELLY ELEMENTARY SCHOOL			
DISTRICT NAME: HIDALGO ISD			
SCHOOL YEAR	95-96	96-97	97-98
Grade Level	PreK-5	PreK-5	PreK-5
Total Enrollment	683	651	646
Percent LEP	85.8%	81.0%	74.3%
Percent ED	93.4%	96.3%	97.5%
Instructional Per Pupil Expenditure	\$2,491	\$2,943	\$2,777
State Average Instructional Per Pupil Expenditure	\$2,736	\$2,783	\$2,936
Teacher to Pupil Ratio	17.8	16.3	16.2
State Teacher to Pupil Ratio	15.6	15.5	15.3
ETHNICITY	95-96	96-97	97-98
African American	0%	0%	0%
Hispanic	99.4%	99.7%	99.7%
White	.6%	.2%	.3%
Other	0%	0%	0%
ACCOUNTABILITY RATINGS	95-96	96-97	97-98
Acceptable			
Recognized	X	X	
Exemplary			X

Source: AEIS Campus Reports (1995-96, 1996-97, 1997-98)

Kelly
Elementary School
Hidalgo ISD

Kelly Elementary is one of two elementary schools in the Hidalgo ISD in Hidalgo County. Kelly Elementary, designated a Title I campus, is located in Hidalgo, Texas in the Region I Education Service Center area in the Rio Grande Valley. The enrollments of the elementary schools in the district in 1997-98 ranged from 687 and 646 at Kelly Elementary. One school was designated with a grade structure of Early Education to Grade 5, and Kelly designated as a PK-Grade 5 campus. Between the 1995-96 and 1997-98 school years, the Kelly Elementary Campus experienced an enrollment decrease of five percent from 683 to 646 students in Grades PreK-5. As the general student population decreased over a three-year period, the LEP population also registered a decrease of 14 percent from 86 percent in 1995-96 to 74 percent in 1997-98. The economically

disadvantaged was the only population that experienced a five-percent growth as it went from 93 percent to 98 percent in 1997-98. For 1996-97 and 1997-98 over 96 percent of the student population was eligible to participate in the National School Lunch program.

Other characteristics of the school, as shown on page 67, indicate that the campus teacher-to-pupil ratio remained above the state average for each of the three years of the study although it decreased from 17.8 in 1995-96 to 16.2 in 1997-98. The instructional per-pupil expenditure for the campus increased from \$2,491 to \$2,777 as a result of decreased enrollment. It remained below the state average in 1995-96 and 1997-98. Hispanic students comprised virtually the entire student population for each of the three years.

The Kelly Campus has maintained a record of excellence in academic achievement as evidenced by a ratings of "Recognized" in 1995-96 and 1996-97 in the Texas Accountability System, and a rating of "Exemplary" in 1997-98. In addition to being selected to participate in the Successful Schools Study of the TEA, the Kelly Elementary Campus has received a number of other awards and recognition. During the last four years, the school was recognized as a Title I Honored school in 1995-96; as a Title I Distinguished School in 1996-97 by the Texas Education Agency. In addition, the school was also recognized as a National Title I Distinguished School by the U.S. Department of Education in 1997-98, and again as a Title I Distinguished school in 1998-99 by the TEA.

Based on the information and data obtained through the use of the teacher questionnaire, one-on-one interviews and classroom observations, the research team attributes this continued success to variables such as 1) staff and program characteristics and 2) leadership and instructional practices as described in this case study.

Staff Characteristics

The responses to the teacher questionnaire administered to all teachers of record for the LEP population between March-May 1999 indicate that twenty-nine (29) teachers out of 40 were assigned to the LEP students at the Kelly Campus as follow: four at PreKindergarten; four at Kindergarten; one at First Grade; four at Second Grade, four at Third Grade, two at Fourth Grade and four at Fifth Grade. Although there were other certified teachers of record assigned to the LEP population, they were teachers who did not meet the established criteria for the Successful Schools Study, e.g., assigned to the LEP population for two of the three consecutive years targeted by the study in order to be included in the study cohort (group) of teachers.

Twenty (87%) of the 23 teachers responded they had a Bachelors Degree and three (13%) indicated a Masters Degree. Twenty-two (96%) of the 23 teachers responded as being Hispanic regarding ethnicity, 20 (86%) indicated female and three (13%) reported male regarding the gender inquiry in the questionnaire. Ten (43%) of the teachers reported 10 to 20+ years experience in bilingual education, seven (30%) teachers indicated experience ranging from five to nine years, and six (26%) of the teachers responded as having one to four years of experience in bilingual education. Data on number of classes involving LEP students show that 15 (83%) of 18 teachers that responded indicated that all of their classes included LEP students. With regard to proficiency level in Spanish, eight (38%) of the 21 teachers that responded indicated they were very fluent, six (29%) indicated they were fluent and seven (33%) responded they were average.

The results of the teacher questionnaire for teachers of record at the Kelly Campus indicate that teachers responded "yes" on the eight teacher characteristic probes as follow:

- ❖ Ninety-one percent possess a bilingual certificate
- ❖ Ninety-six percent possess an elementary certificate
- ❖ Eighty-seven percent were trained in bilingual methods and materials
- ❖ Sixty-one percent were trained in language assessment
- ❖ Ninety-one percent understand the benefits of second language learning for LEP students
- ❖ Seventy-eight percent were confident in their training to address the needs of LEP students
- ❖ Seventy-four percent were trained through a university/college teacher training program that prepared teachers to work with LEP students
- ❖ Fifty-seven percent were trained primarily through staff development and in-service to work with LEP students

The principal of the Kelly Campus, an Hispanic female, has a Masters Degree plus additional college hours. She holds a Mid-Management certificate, as well as Bilingual and Elementary Education certificates. Of the 20+ years in professional education, this principal's responses indicate that she has experience in teaching bilingual education ranging from 10 to 14 years and 10-14 years experience in campus administration, including bilingual program administration. Because of the principal's experience in bilingual education, she is able to provide instructional suggestions to help LEP students succeed.

Program Characteristics

The results of the teacher questionnaire indicate that teachers responded "yes" on the four (yes/no/uncertain) assessment probes as follow:

- ❖ Eighty-seven percent assess the levels of both primary language (Spanish) and English to ensure appropriate instructional focus
- ❖ Seventy-eight percent assess the academic levels of LEP students on an ongoing basis during the school year
- ❖ Seventy percent modify the instruction and placement of LEP students upon receiving new information from the ongoing assessments
- ❖ Eighty-three percent assess the academic levels of LEP students on an ongoing basis during the school year

The research team identified additional program features and characteristics as a result of the classroom observations conducted at Kelly Elementary. The classroom visits were conducted in both bilingual and non-bilingual classrooms to observe and document instructional activities that were coordinated or enhanced by other classroom teachers not designated as teachers of record for the LEP population. Observations by the research team were conducted in over 90 percent of all classrooms at the Kelly Campus. The observations disclosed that teachers were using a dual language program in early childhood with developmentally appropriate instructional activities for the LEP students. The students are taught one day in Spanish and the next day in

English. Teachers have used the Estrellitas Program in Kindergarten. Teachers provide hands-on activities to involve the students in the instruction. Numerous learning centers were evident in the early childhood grades. There was evidence that the home language was used as a medium of instruction in all grade levels with emphasis on the teaching of writing in the language arts component of the curriculum. Once students are exited, they are allowed to continue developing their Spanish literacy and knowledge to a high level through continued study of the Spanish language and Spanish literature. Observers noted well-developed paragraphs written in the students' home language. At the time of visit, students were also involved in designing Mothers' Day cards in Spanish.

The classroom interaction included whole group, small group and cooperative learning groups with teacher aides in PreK and K actively involved in reinforcement and extension of learning in small group settings. A total of 16 teacher aides are funded by state bilingual funds and assigned to teachers on a full-time basis in PK-Grade 2. At the Kelly Campus, teachers have high expectations of the students and treat students with respect and dignity. All teachers are from the local community; therefore, very familiar with the learning needs of the students. The primary grade students' school day ends one half-hour before the upper elementary grades. Teachers from those grades go to the upper grades to tutor students who are not mastering skills and objectives. Students are provided review and reinforcement by the primary grade teachers.

The observers noted there is a focused emphasis on literacy development at Kelly Elementary. Students who are not progressing in the literacy development are assisted through the Reading Recovery Program on a one-to-one basis. Students are also actively involved in the Reading Renaissance Program. The Accelerated Reading component was very clearly providing the students with motivation for reading. Students were observed in the classroom reading books after they finished their assignments. A new, attractive and motivating library, and the Accelerated Reading Program, have impacted the students' attention on reading. Instruction was provided in Spanish and English depending on the level of each LEP student. Students at Kelly Elementary also participate in the WICAT learning computer lab. Students that are in need of remediation also participate in the Creative Education Institute Lab, which is computer-assisted instruction based on the student's grade and achievement level. This computer-assisted instruction is perceived by the faculty as contributing to the success of the students.

Teachers at the Kelly campus have been provided with extensive in-service, both at the local campus and by the district. All teachers are required to attend cooperative learning staff development and Teacher Expectations and Student Achievement Training. Teachers also indicated that strategies from the Gifted and Talented training have been incorporated into the regular classrooms to challenge all students. Among other workshops attended are Sharon Wells Math Their Way, Michael Eaton Vocabulary Development Training, Writing in the Content Areas, Seven Steps in Critical Thinking, ESL methodologies, High Scope Training and Dual Language Training. Teachers provide language development using an eclectic approach based on Whole Language strategies, phonics and Sustained Silent Reading to develop first and second language literacy. Thematic units have been incorporated into the curriculum to develop writing across the curriculum. During the school year of the visit, e.g., 1998-99, it was noted that three teachers and seven teacher aides were enrolled in university training as part of the capacity-building effort at the Kelly school.

Based on campus information provided by the campus principal and the principal's interview, the following program characteristics are noteworthy. At Kelly Campus, the maintenance bilingual program model is used. In this model, LEP students continue to develop Spanish skills after exiting the bilingual education program.

All of the teachers of record assigned to the LEP population are provided with a copy of the Hidalgo ISD Transitional Bilingual Education Model. This plan focuses on a process that uses both languages in all grade levels and in all areas of the curriculum. The ratio of the second language (English) to the first language (Spanish) gradually and systematically increases as the LEP student progresses from one language category to the next. Movement of LEP students between language categories takes place at the end of each school year. The categories are Beginner, Intermediate and Advanced. Once a LEP student is exited from the bilingual program, his/her academic progress is evaluated by the LPAC for two consecutive years to determine if the exited student should remain Non-LEP.

According to the district's plan, and as implemented at the Kelly Campus, the Beginner LEP student receives mainstream English in art, music and PE, sheltered ESL, and Spanish in all core subjects. The Intermediate LEP student receives mainstream English in art, music and PE, sheltered ESL in math and science, and Spanish social studies and language arts. The Advanced LEP student receives ESL instruction in all subjects, and Spanish instruction in language arts until exit criteria is met. The actual percentage of time to be devoted to each language during the instructional day is also provided in the plan. The time allotments range from three-fourths of the instructional day in the primary language to one-fourth in ESL for beginners, to total ESL instruction across the curriculum for advanced students, with the exception of one period that is devoted to primary language in artes de lenguaje (language arts). The plan specifically requires, "primary language is continually provided until exit criteria is met."

Parental involvement in support of programs for the LEP population at Kelly Campus is comprehensive with genuine opportunities for parents to participate. Parents are encouraged to receive English classes on the campus. "Ingles Sin Barreras" (English Without Barriers), a video program for learning English, has been used with the parents. Parents also participate in various activities at the school campus assisting as lunchroom monitors, decorating the school hall bulletin boards and being very actively involved in the school carnival.

Instructional Practices

The teacher questionnaire included nine Likert-type questions regarding instructional practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were four questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at Kelly Campus is presented below. Composite questionnaire results on Instructional Practices for all seven successful schools are found in Appendix D.

With regard to the question of providing second language instruction that develops understanding, speaking, reading and writing skills in English, the campus mean (average) was 4.26. The Kelly Campus mean indicates that teachers did provide second language instruction in English for

most of the time. The counterpart question in the questionnaire had to do with the provision of language arts in Spanish that includes understanding, speaking, reading and writing skills. The response by the teachers at Kelly Campus indicates a lesser emphasis in the use of Spanish as the language of instruction, as evidenced by a campus mean of 3.79. The Kelly Campus mean indicates that the same teachers were focusing attention to the provision of primary language instruction in Spanish for some to most of the time.

The third question pertaining to providing instruction in Spanish in math, science, social studies and health yielded a campus mean of 4.00 indicating teachers at Kelly Campus provided an instructional focus in core subjects in Spanish most of the time. Question four inquired if teachers included the teaching of culture in all aspects of the instructional program. The Kelly Campus mean was 4.22 indicating that all teachers taught the culture most to all of the time.

The results of the questionnaire on questions five and six indicate campus means of 3.78 and 3.94, respectively. The two questions were: 1) having a system to provide English instruction to the students with varying levels of language proficiency and academic experience, and 2) having a system to provide Spanish instruction to the students with varying levels of language proficiency and academic experience. The campus means represent a majority of responses that teachers did have systems for English and Spanish instruction some to most of the time. With regard to question seven, which inquired if teachers had clear time allotments for time on task for the content to be taught in English, the mean was 4.47 indicating a strong division between most and all of the time. Teachers indicated in the questionnaires that structured class schedules contributed to a high degree of time on task which impacted students' achievement.

In the remaining Likert-type questions on instructional practices, i.e., number eight and number nine, the Kelly Campus means were 4.56 and 4.74, respectively. The questions focused on clear time allotments for time on task for the content to be taught in Spanish and adjusting the teaching pace according to the students' perceived needs. The results on these questions indicate that a majority of the teachers had clear time allotments for time on task and adjusting the teaching pace from most to all of the time.

In the yes/no/uncertain questions on instructional practices, the teachers' response level at the Kelly Campus on the four questions were:

- ❖ 13 (62%) of 21 teachers responding indicated they used Spanish most of the time to teach LEP students. Note: the questionnaire did not differentiate between native language teachers and ESL teachers in team-teaching scenarios, if such a staffing pattern was in use
- ❖ 19 (90%) of the 21 teachers responding indicated "yes" to allowing LEP students in their classes to express themselves in their primary language during teacher and group interactions
- ❖ 20 (95%) of the 21 teachers responding indicated "yes" to allowing LEP students to express themselves in English during teacher and group interactions
- ❖ 16 (84%) of the 19 teachers responding indicated "yes" to introducing concepts in Spanish and extending or enriching in English

Implementation Practices

The teacher questionnaire included five Likert-type questions regarding implementation practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were eight questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at Kelly Campus is presented below. Composite questionnaire results on Implementation Practices for all seven successful schools are found in Appendix D.

Regarding the first implementation question of grouping students according to Spanish language ability for Spanish language arts instruction, the campus mean (average) was 3.37. The Kelly Campus mean indicates that the teachers used Spanish language ability to group LEP students some to most of the time. The second question is similar to the first, except it focuses on grouping students according to English language ability. The Kelly Campus mean for this question was 3.53. These results indicate a definite division between some and most of the time that teachers grouped the LEP students by English language ability for English instruction.

Teachers at the Kelly Campus indicated that they had meaningful parent participation in their classes some to most of the time as evidenced by a campus mean of 3.37. The fourth implementation question asked teachers if they encouraged their students to take responsibility for their own class work. Responses yielded a campus mean of 4.63 which indicates that all teachers encouraged LEP students most to all of the time. The last question asked teachers if they prepared their students for lessons by reviewing, outlining, explaining objectives and summarizing. A campus mean of 4.53 indicates a division between most and all of the time that all teachers prepared their students for lessons.

In the yes/no/uncertain questions on implementation practices, the teachers' response level at the Kelly Campus on the eight questions indicated that:

- ❖ 18 (86%) of the 21 teachers responding indicated they felt parents of LEP students understood the benefits of the special programs
- ❖ 17 (23%) of the 23 teachers responding indicated they grouped their LEP students for Spanish according to language proficiency in their primary language
- ❖ 14 (70%) of the 20 teachers responding indicated they grouped their LEP students for English instruction according to language proficiency in their second language (English)
- ❖ 17 (77%) of the 22 teachers responding indicated their principal provided adequate support for their LEP students
- ❖ 16 (94%) of the 17 teachers responding indicated the district leadership provided adequate support for their LEP students
- ❖ 8 (44%) of the 18 teachers responding indicated that they participated in program decision-making affecting their LEP students
- ❖ 14 (67%) of the 21 teachers responding felt that parental involvement helped their LEP students advance in their academic development
- ❖ 11 (61%) of the 18 teachers responding believed parental involvement helped their LEP students advance in their language development

Some of the characteristics of Kelly Elementary that contribute to its success with language minority children includes the maintenance and development of the home language to a high level of literacy development, the use of technology to reinforce instruction, the staff development that has been provided by the local campus and the district, the focus on literacy development with support of the Reading Recovery Program, and the care and concern of the administration and staff for the linguistic and academic development of the children.

Other questionnaire results acquired by the research team from all teachers in the seven study sites are found in Appendix D. These include the results on Rank and Order of Professional Development Opportunities and Factors Contributing to LEP Student Success.

LA ENCANTADA ELEMENTARY CAMPUS

CAMPUS NAME: LA ENCANTADA ELEMENTARY SCHOOL			
DISTRICT NAME: SAN BENITO CISD			
SCHOOL YEAR	95-96	96-97	97-98
Grade Level	PreK-5	PreK-5	PreK-5
Total Enrollment	329	368	360
Percent LEP	52.9%	56.3%	50.0%
Percent ED	97.3%	98.1%	98.1%
Instructional Per Pupil Expenditure	\$2,410	\$2,285	\$2,613
State Average Instructional Per Pupil Expenditure	\$2,736	\$2,783	\$2,936
Teacher to Pupil Ratio	18.4	17.5	15.9
State Teacher to Pupil Ratio	15.6	15.5	15.3
ETHNICITY	95-96	96-97	97-98
African American	0%	0%	0%
Hispanic	100%	98.9%	98.9%
White	0%	1.1%	1.1%
Other	0%	0%	0%
ACCOUNTABILITY RATINGS	95-96	96-97	97-98
Acceptable			
Recognized	X	X	
Exemplary			X

Source: AEIS Campus Reports (1995-96, 1996-97, 1997-98)

La Encantada
Elementary School
San Benito CISD

La Encantada Elementary is one of nine elementary schools in the San Benito CISD in Cameron County. La Encantada Elementary, designated as a Title I campus, is located in San Benito, Texas in the Region I Education Service Center area in the Rio Grande Valley. The enrollments of the elementary schools in the district in 1997-98 ranged from 299 to 569. Six of the campuses were above La Encantada Campus enrollment of 360 and two were below. One of the schools was designated with a grade structure of PK-Grade 2, one was Grades 3-5 and seven were Early Education to Grade 5, including La Encantada. Between the 1995-96 and 1997-98 school years, La Encantada Elementary experienced an enrollment increase of nine percent from 329 to 360 students in PreK-5. As the general student population increased over a three-year period, the

LEP population registered a decrease of 2.9 percent from 52.9 percent in 1995-96 to 50 percent in 1997-98. The economically disadvantaged population experienced a slight increase of approximately one percent as it went from 97.3 percent to 98.1 percent in 1997-98. For each of the three years targeted by the study, over 97 percent of the student population was eligible to participate in the National School Lunch Program.

Other characteristics of the school, as shown on page 75, indicate that the campus teacher-to-pupil ratio remained above the state average for each of the three years targeted by the study although it decreased from 18.4 in 1995-96 to 15.9 in 1997-98. The instructional per-pupil expenditure for the campus increased from \$2,410 to \$2,616. In spite of increased enrollment, expenditures remained below the state average each of the three years. Hispanic students comprised the entire student population in 1995-96. The Hispanic enrollment declined to 98.9 percent for each of the subsequent two years.

La Encantada Campus has maintained a record of excellence in academic achievement as evidenced by a rating of "Recognized" in 1995-96 and 1996-97 and a rating of "Exemplary" in 1997-98 in the Texas Accountability System. In addition to being selected to participate in the Successful Schools Study of the Texas Education Agency, La Encantada Elementary has received a number of other awards and recognition. In 1995-96, the school was recognized as an Honored School by the TEA. During the same school year, the campus was also recognized by the Governor's Office to receive the Texas Successful Schools Award. In 1996-97, La Encantada Campus was awarded a Certificate of Recognition as a Title I Distinguished School by the TEA. This recognition was again bestowed on La Encantada Elementary by the TEA in 1998-99.

Based on the information and data obtained through the use of the teacher questionnaire, one-on-one interviews and classroom observations, the research team attributes this continued success to variables such as, 1) staff and program characteristics, and 2) leadership and instructional practices as described in this case study.

Staff Characteristics

The responses to the teacher questionnaire administered to all teachers of record for the LEP population during March-May 1999 indicate that ten (10) teachers out of 22.6 were assigned to the LEP students at La Encantada Campus as follow: one at PreKindergarten; one at Kindergarten; one at First Grade; two at Second Grade, two at Third Grade, two at Fourth Grade and one at Fifth Grade. Although there were other certified teachers of record assigned to the LEP population, they were teachers who did not meet the established criteria for the Successful Schools Study, e.g., assigned to the LEP population for two of the three consecutive years targeted by the study in order to be included in the study cohort of teachers.

Eight (80%) of the 10 teachers responded that they had a Bachelors Degree, one (10%) indicated a Masters Degree and one (10%) had a Masters Degree plus additional college hours. All ten (100%) of the teachers responded as being Hispanic regarding ethnicity, nine (90%) indicated female and one (10%) reported being male regarding the gender inquiry in the questionnaire. Five (50%) of the teachers reported 10 to 20+ years experience in bilingual education, four (40%) of the teachers indicated experience ranging from five to nine years, and one (10%) responded

one to four years experience in bilingual education. Data on number of classes involving LEP students show that eight (80%) of 10 teachers that responded indicated that all of their classes involved LEP students, one (10%) reported that three-fourths of the classes involved LEP students and one (10%) reported that half of the classes involved LEP students. With regard to proficiency level in Spanish, four (40%) of the 10 teachers responded they were fluent, while six (60%) indicated they were average.

The results of the teacher questionnaire for teachers of record at La Encantada Campus indicate that teachers responded "yes" on the eight teacher characteristic probes as follow:

- ❖ Ten (100%) possess a bilingual certificate, possess an elementary certificate and were trained in bilingual methods and materials
- ❖ Eight (80%) were trained in language assessment
- ❖ Ten (100%) understand the benefits of second language learning for LEP students
- ❖ Eight (80%) are confident in their training to address the needs of LEP students
- ❖ Eight (80%) were trained through a university/college teacher training program that prepared teachers to work with LEP students
- ❖ Eight (80%) were trained primarily through staff development and in-service to work with LEP students

The principal of La Encantada Campus, an Hispanic female, has a Masters Degree plus additional college hours. She holds a Mid-Management certificate, as well as Bilingual and Elementary Education certificates. Of the 20+ years in professional education, this principal's responses indicate that she has experience in teaching bilingual education ranging from 10 to 14 years and 5-9 years experience in campus administration, including bilingual program administration. During the interview with the principal, it was discerned that her extensive experience with the education of language minority students prepared her to identify instructional strategies that are effective for second language learners.

Program Characteristics

The results of the teacher questionnaire indicate that teachers responded "yes" on the four (yes/no/uncertain) assessment probes as follow:

- ❖ Nine (90%) assess the levels of both primary language (Spanish) and English to ensure appropriate instructional focus
- ❖ Eight (80%) assess the academic levels of LEP students on an ongoing basis during the school year
- ❖ Nine (90%) modify the instruction and placement of LEP students upon receiving new information from the ongoing assessments
- ❖ Ten (100%) assess the academic levels of LEP students on an ongoing basis during the school year

The research team identified additional program features and characteristics as a result of the classroom observations conducted at La Encantada Elementary. The classroom visits were conducted in both bilingual and non-bilingual classrooms to observe and document instructional activities that were coordinated or enhanced by other classroom teachers not designated as teachers of record for the LEP population. Observations by the research team were conducted in over 90 percent of all classrooms at La Encantada Campus.

The observations disclosed that teachers were using the Bilingual Montessori Program in early childhood with developmentally appropriate instructional activities for the LEP students. There was evidence that the home language was used as a medium of instruction in all grade levels with emphasis on the teaching of writing in language arts. Following a lesson cycle, teachers made structured lesson presentations that included the use of manipulatives and technology. The classroom interaction included whole group, small group and cooperative learning groups with teacher aides in PreK and Kindergarten actively involved with reinforcement and extension of learning in small group settings. At La Encantada Campus, teachers have high expectations of the students and treat students with respect and dignity. The observers noted that students were actively involved with reading and with the Accelerated Reader Program. Instruction was provided in Spanish and English depending on the level of each LEP student. The campus reflected a clean and orderly environment with parents also involved in learning activities in the Parents Room.

Based on campus information provided by the campus principal and the principal's interview, the following program characteristics are noteworthy. At La Encantada Campus, the transitional bilingual program model is used. In this model, LEP students continue to develop Spanish skills until they can demonstrate academic success in the regular English curriculum and meet the criteria to exit from the bilingual education program.

All of the teachers assigned to the LEP population as teachers of record are provided with a copy of the San Benito CISD Bilingual Education/ESL Plan. This plan focuses on a process that uses both languages in all grade levels and in all areas of the curriculum. The program is based on a mission statement contained in the district's plan and implemented at La Encantada Elementary. The mission statement reads in part, "...The Bilingual Education Program provides limited English proficient students with the opportunity to experience early academic success in their first language while they learn English as a second language. The program fosters basic skills development and the acquisition of language skills necessary for successful academic achievement...".

Teachers of record for the LEP population are instructed and guided by district and campus policy and philosophy to address the affective, linguistic and cognitive needs of LEP students as follow:

- ❖ **AFFECTIVE**-Limited English proficient students shall be provided instruction in their home language to introduce basic concepts of the school environment and instruction both in their home language and in English that instills confidence, self-assurance and a positive identity with their cultural heritage. The program shall address the history and cultural heritage associated with both the students' home language and that of the United States

- ❖ LINGUISTIC-Limited English proficient students shall be provided instruction in the skills of comprehension, speaking, reading and composition both in their home language and in English. The instruction in both languages shall be structured to ensure that the students master the required essential elements and higher-order thinking skills in all subjects
- ❖ COGNITIVE-Limited English proficient students shall be provided instruction in mathematics, science, health, social studies both in their home language and in English. The content-area instruction in both languages shall be structured to ensure that the students master the required essential elements and higher-order thinking skills in all subjects

The policy described above is further articulated in the district's plan in the context of Procedures for Program Instruction to ensure both adherence to the underlying policy of the San Benito CISD and La Encantada Elementary and for consistency in implementation of appropriate instructional services for the LEP population at every grade.

The ratio of the second language (English) to the first language (Spanish) gradually and systematically increases as the LEP student progresses from one language category to the next. Reassignment of LEP students between language categories takes place at the end of each school year. The categories are Beginner, Intermediate and Advanced. Once a LEP student is exited from the bilingual program, his/her academic progress is evaluated by the LPAC for two consecutive years to determine if the exited student should remain Non-LEP.

According to the district's plan, and as implemented at La Encantada Campus, the Beginner LEP student receives mainstream English in art, music and PE, sheltered ESL and Spanish in all core subjects. The Intermediate LEP student receives mainstream English in art, music and PE, sheltered ESL in math and science, and Spanish in social studies and language arts. The Advanced LEP student receives mainstream English in all subjects, sheltered ESL in social studies and Spanish language arts. The Time and Treatment Plan describes procedures for the campus LPAC on identification, assessment, instructional placement and reclassification of LEP students, including time lines and tests to be administered. The actual percentage of time to be devoted to each language during the instructional day is also provided in the plan.

Parental involvement in support of programs for the LEP population at La Encantada Campus is comprehensive, with genuine opportunities for parents to participate. Parents are encouraged to attend monthly meetings hosted by the campus community aide. The meetings include a variety of topics and speakers. Parents are also involved in helping teachers by volunteering their time in the classroom. Parents have been trained to use various instructional equipment on campus. They assist teachers in making games and other activities. The lab manager who teaches parents to use technology with their children also provides parent training in the computer lab. All communications from the school to the home are in English/Spanish. All meetings at the school and teacher/parent conferences are conducted bilingually as the need arises. Teachers have been involved in staff development with Dr. George Gonzalez. Teachers indicated that this staff development in Spanish reading and ESL have greatly contributed to student success.

Instructional Practices

The teacher questionnaire included nine Likert-type questions regarding instructional practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were four questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at La Encantada Campus is presented below. Composite questionnaire results on Instructional Practices for all seven successful schools are found in Appendix D.

With regard to the question of providing second language instruction, which develops understanding, speaking, reading and writing skills in English, the campus mean (average) was 4.30. The La Encantada Campus mean indicates that teachers did provide second language instruction in English for most to all of the time. The counterpart question in the questionnaire had to do with the provision of language arts in Spanish that includes understanding, speaking, reading and writing skills. The response by the teachers at La Encantada Campus indicates a lesser emphasis in the use of Spanish as the language of instruction as evidenced by a campus mean of 3.20. In this instance, the La Encantada Campus mean indicates that the same teachers were focusing on primary language instruction in Spanish for some to most of the time.

The third question pertaining to providing instruction in Spanish in math, science, social studies and health yielded a campus mean of 3.30. This indicates that teachers at La Encantada Campus provided an instructional focus in core subjects in Spanish some to most of the time. Question four inquired if teachers included the teaching of culture in all aspects of the instructional program. The La Encantada Campus mean was 4.00, indicating that all teachers taught the culture most of the time.

The results of the questionnaire on questions five and six indicate campus means of 3.90 and 3.30, respectively. The two questions were: 1) having a system to provide English instruction to the students with varying levels of language proficiency and academic experience, and 2) having a system to provide Spanish instruction to the students with varying levels of language proficiency and academic experience. The campus means represent a majority of responses that teachers did have a system for English instruction for most of the time. A system for Spanish instruction was recorded by the responses as some to most of the time. With regard to question seven, which inquired if teachers had clear time allotments for time on task for the content to be taught in English, the mean was 4.60 indicating a division between most and all of the time.

In the remaining Likert-type questions on instructional practices, i.e., number eight and number nine, La Encantada Campus means were 3.80 and 4.60, respectively. The questions focused on: clear time allotments for time on task for the content to be taught in Spanish and adjusting the teaching pace according to the students' perceived needs. The results on these questions indicate that a majority of the teachers had clear time allotments for time on task for content to be taught in Spanish some to most of the time and adjusted the teaching pace from most to all of the time.

In the yes/no/uncertain questions on instructional practices, the teachers' response levels at La Encantada Campus on four of the questions were:

- ❖ Six (60%) of 10 teachers responding indicated they used Spanish most of the time to teach LEP students. Note: the questionnaire did not differentiate between native language teachers and ESL teachers in team-teaching scenarios, if such staffing pattern was in use
- ❖ Ten (100%) of the 10 teachers responding indicated "yes" to allowing LEP students in their classes to express themselves in their primary language during teacher and group interactions
- ❖ Ten (100%) of the 10 teachers responding indicated "yes" to allowing LEP students to express themselves in English during teacher and group interactions
- ❖ Seven (70%) of the 10 teachers responding indicated "yes" to introducing concepts in Spanish and extended or enriched in English

Implementation Practices

The teacher questionnaire included five Likert-type questions regarding implementation practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were eight questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at La Encantada Campus is presented below. Composite questionnaire results on Implementation Practices for all seven successful schools are found in Appendix D.

Regarding the first implementation question of grouping students according to Spanish language ability for Spanish language arts instruction, the campus mean (average) was 3.30. La Encantada Campus mean indicates that the teachers used Spanish language ability to group LEP students some to most of the time. The second question is similar to the first, except it focuses on grouping students according to English language ability. La Encantada Campus mean for this question is 3.60. These results indicate a definite division between some and most of the time that teachers grouped the LEP students by English language ability for English instruction.

Teachers at La Encantada Campus indicated they had meaningful parent participation in their classes. A majority of the responses were for some of the time evidenced by a campus mean of 2.90. The fourth implementation question asked teachers if they encouraged their students to take responsibility for their own class work. Responses yielded a campus mean of 4.90, which indicates that all teachers encouraged LEP students by a majority of responses for all of the time. The last question asked teachers if they prepared their students for lessons by reviewing, outlining, explaining objectives and summarizing. A campus mean of 4.50 indicates a division between most and all of the time that all teachers prepared their students for lessons.

In the yes/no/uncertain questions on implementation practices, the teachers' response level at La Encantada Campus on the eight questions indicated that:

- ❖ Seven (70%) of the 10 teachers responding indicated they felt parents of LEP students understood the benefits of the special programs
- ❖ Seven (78%) of the 9 teachers responding indicated they grouped their LEP students for Spanish according to language proficiency in their primary language
- ❖ Nine (90%) of the 10 teachers responding indicated they grouped their LEP students for English instruction according to language proficiency in their second language (English)
- ❖ Nine (90%) of the 10 teachers responding indicated their principal provided adequate support for their LEP students
- ❖ Nine (90%) of the 10 teachers responding indicated the district leadership provided adequate support for their LEP students
- ❖ Five (56%) of the 9 teachers responding indicated that they did not participate in program decision-making affecting their LEP students
- ❖ Nine (90%) of the 10 teachers responding believed that parental involvement helped their LEP students advance in their academic development
- ❖ Eight (80%) of the 10 teachers responding believed parental involvement helped their LEP students advance in their language development

Monitoring of student progress with benchmark testing with the use of technology, the use of the library and accelerated reading to promote literacy, structured instruction using both the home language and English, staff development in teaching Spanish language arts, and the dedication of the administrators and the teachers contribute to the success of La Encantada School.

Other questionnaire results acquired by the research team from all teachers in the seven study sites are found in Appendix D. These include the results on Rank and Order of Professional Development Opportunities and Factors Contributing to LEP Student Success.

SCOTT ELEMENTARY CAMPUS

CAMPUS NAME: SCOTT ELEMENTARY SCHOOL			
DISTRICT NAME: ROMA ISD			
SCHOOL YEAR	95-96	96-97	97-98
Grade Level	K-3	K-3	K-3
Total Enrollment	536	450	476
Percent LEP	87.3%	84.9%	85.3%
Percent ED	84.0%	87.6%	91.0%
Instructional Per Pupil Expenditure	\$3,288	\$2,833	\$2,291
State Average Instructional Per Pupil Expenditure	\$2,736	\$2,783	\$2,936
Teacher to Pupil Ratio	12.8	14.1	16.4
State Teacher to Pupil Ratio	15.6	15.5	15.3
ETHNICITY	95-96	96-97	97-98
African American	0.2%	0.2%	0.2%
Hispanic	99.6%	99.3%	99.4%
White	0.2%	0.4%	0.4%
Other	0%	0%	0%
ACCOUNTABILITY RATINGS	95-96	96-97	97-98
Acceptable			
Recognized			
Exemplary	X	X	X

Source: AEIS Campus Reports (1995-96, 1996-97, 1997-98)

Scott
Elementary School
Roma ISD

Scott Elementary is one of five elementary schools in the Roma ISD in Starr County. Scott Elementary, designated as a Title I campus, is located in Roma, Texas in the Region I Education Service Center area in the Rio Grande Valley. The enrollments of the elementary schools in the district in 1997-98 ranged from 372 to 682. Two school enrollments were above the Scott Elementary enrollment and two schools were below. One of the schools was designated Early Education to Grade PreK, three schools, including Scott Elementary, were Grade K-3 and one was Grade 4-6. Between the 1995-96 and 1997-98 school years, Scott Elementary experienced an enrollment decrease of 11 percent from 536 to 476 students in Grades K-3. As the general student population decreased over a three-year period, the LEP population also registered a decrease of

two percent from 87.3 percent in 1995-96 to 85.3 percent in 1997-98. The economically disadvantaged was the only population that experienced a seven- percent growth as it went from 84 percent to 91 percent in 1997-98. Participation in the National School Lunch Program ranged from 84% in 1995-96 to 91% in 1997-98.

Other characteristics of the school, as shown on page 83, indicate that the campus teacher-to-pupil ratio remained below the state average for 1995-96 and 1996-97. It increased in 1997-98 to 16.4 in spite of a decreased enrollment. The ratio for 1997-98 was above the state average of 15.3. Even though there was a significant decrease in enrollment at the Scott campus, the instructional per-pupil expenditure for the campus decreased by \$997, from \$3,288 to \$2,291 in 1997-98, over \$600 below the state average. Hispanic students virtually comprised the entire student population for each of the three years of the study.

The Scott Campus has maintained a record of excellence in academic achievement as evidenced by ratings of "Exemplary" in the Texas Accountability System for each of the three years targeted by the study. In addition to being selected to participate in the Successful Schools Study of the Texas Education Agency, Scott Elementary has received a number of other awards and recognition. During the past four years, the school was Commended by the TEA, and was subsequently recognized as a Title I Distinguished School for the next three years by the Texas Education Agency.

Based on the information and data obtained through the use of the teacher questionnaire, one-on-one interviews and classroom observations, the research team attributes this continued success to variables such as 1) staff and program characteristics, and 2) leadership and instructional practices as described in this case study.

Staff Characteristics

The responses to the teacher questionnaire administered to all teachers of record for the LEP population during March-May 1999 indicate that twenty-four (24.4) teachers out of 29 were assigned to the LEP students (Grades K-3) at the Scott Campus as follow: four at Kindergarten; four at First Grade; six at Second Grade, and five at Third Grade. Although there were other certified teachers of record assigned to the LEP population, they were teachers who did not meet the established criteria for the Successful Schools Study, e.g., assigned to the LEP population for two of the three consecutive years of the study in order to be included in the study cohort (group) of teachers.

Fifteen (79%) of the 19 teachers responding indicated they had a Bachelors Degree and four (21%) indicated a Masters Degree. All 19 teachers (100%) responded as being Hispanic regarding ethnicity and 17 (89%) indicated female and two (11%) reported male regarding the gender inquiry in the questionnaire. Ten (53%) of the teachers reported 10 to 20+ years experience in bilingual education, five (26%) teachers indicated experience ranging from five to nine years and four (21%) of the teachers responded to having one to four years of experience in bilingual education. Data on number of classes involving LEP students show that 15 (79%) of 19 teachers indicated that all of their classes involved LEP students, while the remaining four (21%) had

one-fourth to three-fourths of their classes involving LEP students. With regard to proficiency level in Spanish, eight (47%) of the 17 teachers responded they were very fluent, while nine (53%) indicated they were fluent.

The results of the teacher questionnaire for teachers of record at the Scott Campus indicate that teachers responded "yes" on the eight teacher characteristic probes as follow:

- ❖ One-hundred percent possess a bilingual certificate
- ❖ Ninety-five percent possess an elementary certificate
- ❖ One-hundred percent were trained in bilingual methods and materials
- ❖ One-hundred percent were trained in language assessment
- ❖ One-hundred percent understand the benefits of second language learning for LEP students
- ❖ One-hundred percent were confident in their training to address the needs of LEP students
- ❖ Ninety-five percent were trained through a university/college teacher training program that prepared teachers to work with LEP students
- ❖ Thirty-two percent were trained primarily through staff development and in-service to work with LEP students

The principal of the Scott Campus, an Hispanic female, has a Masters Degree plus additional college hours. She holds a Mid-Management certificate, a Bilingual, Elementary Education certificate, a Special Education certificate and Secondary Spanish and Reading specializations. Of the 20+ years in professional education, this principal's responses indicate that she has experience in teaching bilingual education ranging from five to nine years, and 20+ years experience in campus administration, including bilingual program administration. During the interview with the principal, it was discerned that her extensive experience with the education of language minority students has prepared her to identify and use experts in the education for language minorities for professional development workshops for teachers at Scott Elementary. Teacher interviews also indicated that the principal empowers the teachers to make instructional decisions that are best for their children. Many of the teachers remarked that the principal believes in bilingual education and seeks to implement the program based on research. The principal also took the initiative to write to other "Exemplary" schools in Texas to seek advice on how to improve the school program.

Program Characteristics

The results of the teacher questionnaire indicate that teachers responded "yes" on the four (yes/no/uncertain) assessment probes as follow:

- ❖ One-hundred percent assess the levels of both primary language (Spanish) and English to ensure appropriate instructional focus
- ❖ One-hundred percent assess the academic levels of LEP students on an ongoing basis during the school year

- ❖ Ninety percent modify the instruction and placement of LEP students upon receiving new information from the ongoing assessments
- ❖ One-hundred percent assess the academic levels of LEP students on an ongoing basis during the school year

The research team identified additional program features and characteristics as a result of the classroom observations conducted at Scott Elementary. The classroom visits were conducted in both bilingual and non-bilingual classrooms to observe and document instructional activities that were coordinated or enhanced by other classroom teachers not designated as teachers of record for the LEP population. Observations by the research team were conducted in over 90 percent of all classrooms at the Scott Campus.

The observations disclosed that teachers were using the Bilingual Montessori program in early childhood with developmentally appropriate instructional activities for the LEP students. There was evidence that the home language was used as a medium of instruction in all grade levels with emphasis on the teaching of writing in language arts. Following a lesson cycle, teachers made structured lesson presentations that included the use of manipulatives and technology. The classroom interaction included whole group, small group and cooperative learning groups with teacher aides in Kindergarten-3rd Grade actively involved in reinforcement and extension of learning in small group settings. The teacher aides are funded through the coordination of State Compensatory Education, Title I Migrant, Title I Regular and State Bilingual funds. At the Scott Campus, teachers have high expectations of the students and treat students with respect and dignity. The observer noted that students in 2nd and 3rd grades were actively involved with reading and with the Accelerated Reader Program in the library. Instruction was provided in Spanish and English depending on the level of each LEP student. The campus reflected a clean and orderly environment with parents also involved in learning activities in the Parents Room.

There was evidence that the home language was used as a medium of instruction in all grade levels at Scott Elementary with emphasis on providing many experiences as a basis for developing language in the language arts curriculum. Teachers use the phonics program "Estrellitas" to support the regular Spanish reading program. Big Books, chants, rhymes and color songs in both languages are also used to enrich the oral language development of the children. Students also keep Reading logs, participate in Total Physical Response activities and use teacher-made materials in the language arts classes. Incorporation of the Saxon Phonics Program, the Writing to Read Program and a strong ESL component are also contributing to the success of the language minority children. The Passports Reading Program correlated to the Spanish Reading Program is used to provide Spanish language reading instruction. Teachers follow the lesson cycle in presenting structured lessons to the students. In some grades, team-teaching is carried out by the staff in language arts, math and science. Thematic units are also very much a part of the instruction at this successful school.

Long-range and short-range planning along vertical lines and grade levels is a significant characteristic of the Scott academic program. Based on TAAS results, teachers meet during the summer and identify areas of strength and areas of concern. These areas are targeted during the planning to be addressed in the following school year. If materials are not available, teachers acquire or make those necessary to meet the needs of their students. The principal is very involved with the teachers during these planning sessions.

Based on campus information provided by the campus principal and the principal's interview, the following program characteristics are noteworthy. At Scott Campus, the transitional bilingual program model is used as exiting criteria are predicated on a score at or above the 40th percentile on both the English reading and the English language arts sections of the norm-referenced assessment instrument used in the district. Additionally, the student must demonstrate evidence of oral proficiency in the primary language and meet promotion standards on grade level. In this model, LEP students may continue to develop Spanish skills after exiting the bilingual education program. Exiting of LEP students from the bilingual education program does not take place in Kindergarten or First Grade. This practice is also in keeping with the public policy of the state.

All of the teachers assigned to the LEP population as teachers of record are provided with a copy of the F.J. Scott Elementary Bilingual/ESL Instructional Framework. This document focuses on a process that uses both languages in all grade levels and in all areas of the curriculum. The ratio of the second language (English) to the first language (Spanish) gradually and systematically increases as the LEP student progresses from one language category to the next. Reassignment or reclassification of LEP students between language categories takes place at the end of each school year. LEP students are classified in one of three categories that include Beginner, Intermediate and Advanced as described below. Once a LEP student is exited from the bilingual program, his/her academic progress is reviewed by bilingual teachers and the principal to determine if the exited student is academically successful.

According to the campus instructional framework, the Beginner LEP student at Grades K-3 is one who scores between levels 1-5 on the LAS, the English oral language proficiency test (OLPT) and scores between zero and ten percentile on ITBS or a norm-referenced assessment in Reading and Language with teacher recommendation for such classification. The Intermediate LEP is one who scores between levels 3-5 on the LAS, English OLPT and scores between the 11 and the 23 percentile on ITBS or a norm-referenced assessment in reading and language with teacher recommendation for such classification. The Advanced LEP student is one who scores between levels 4-5 on the LAS, English OLPT and scores between the 24 and the 39 percentile on ITBS or a norm-referenced assessment in reading and language with teacher recommendation for such classification. Students that have not been tested with the ITBS, or any other norm-referenced test, and have been in school for three or more years, are categorized as Intermediate.

The actual percentage of time to be devoted to each language during the instructional day is also provided in the instructional framework document. The time allotments range from three-fourths of the instructional day in the primary language and one-fourth in ESL for beginners to three-fourths of the instructional day in ESL methodology and one-fourth in primary language for advanced LEP students.

Capacity building efforts at Scott Elementary consist of opportunities for teachers to enroll in continuous professional development training sessions, as well as in graduate study programs. These sessions have provided equal opportunities for paraprofessionals in need of completion of degree and/or certification requirements. Staff development is conducted through coordination of Title I, Title II and state bilingual funds as per respective guidelines. Teachers indicated that

their participation in ESL training activities at Region 1 Education Service Center were very positive. Among some of the other training mentioned by the teachers were:

- ❖ Shirley Spears Creative Writing Workshop
- ❖ Reading Through the Natural Approach Workshop
- ❖ George Gonzales Spanish Reading Workshop
- ❖ DLM Conferences, and
- ❖ Texas Kindergarten Teachers Conferences

Parental involvement in support of programs for the LEP population at Scott Campus is comprehensive, with genuine opportunities for parents to participate in the implementation of the bilingual program by allowing them to participate in all aspects of their child(ren)'s educational experiences. Parents are encouraged to attend various meetings hosted by the Scott campus. The meetings have included sessions on: An overview of AEIS, reading activities and games, helping students with homework, parental empowerment, self-esteem and self-concept, cultural awareness, assessment, parent volunteer activities and parents in the site-based decision-making process. Parents are involved in many aspects of the school life. They support the school through participation in parenting classes, attendance and involvement with extracurricular activities of the children and encouraging the students' involvement in the Reading Club. The principal stated that all programs at Scott have a parental involvement component. During the interview, she commented, "I don't exist without them; the parents are the key to the students' success." All communications from the school to the home is in English/Spanish. All meetings at the school and teacher/parent conferences are conducted bilingually as the need arises.

Instructional Practices

The teacher questionnaire included nine Likert-type questions regarding instructional practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were four questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at Scott Campus is presented below. Composite questionnaire results on Instructional Practices for all seven successful schools are found in Appendix D.

With regard to the question of providing second language instruction, which develops understanding, speaking, reading and writing skills in English, the campus mean (average) was 4.00. The Scott Campus mean indicates that teachers did provide second language instruction in English for most of the time. The counterpart question in the questionnaire had to do with the provision of language arts in Spanish that includes understanding, speaking, reading and writing skills. The response by the teachers at Scott Campus indicates a lesser emphasis in the use of Spanish as the language of instruction as evidenced by a campus mean of 3.52. In this instance, the Scott Campus mean indicates that the same teachers were dividing their attention to the primary language instruction in Spanish between some and most of the time.

The third question pertaining to providing instruction in Spanish in math, science, social studies and health yielded a campus mean of 3.42 indicating teachers at Scott Campus provided an instructional focus in core subjects in Spanish some to most of the time. Question four inquired if teachers included the teaching of culture in all aspects of the instructional program. The campus mean was 4.05 indicating that all teachers taught the culture most of the time.

The results of the questionnaire on questions five and six indicate campus means of 4.16 and 3.89, respectively. The two questions were: 1) having a system to provide English instruction to the students with varying levels of language proficiency and academic experience, and 2) having a system to provide Spanish instruction to the students with varying levels of language proficiency and academic experience. The campus means represent a majority of responses that teachers did have a system for English instruction most of the time. The system for Spanish instruction was recorded as some to most of the time. With regard to question seven, which inquired if teachers had clear time allotments for time on task for the content to be taught in English, the mean was 4.56 indicating a strong division between most and all of the time.

In the remaining Likert-type questions on instructional practices, i.e., number eight and number nine, the Scott Campus means were 4.05 and 4.95, respectively. The questions focused on clear time allotments for time on task for the content to be taught in Spanish and adjusting the teaching pace according to the students' perceived needs. The results on these questions indicate that a majority of the teachers had clear time allotments for time on task most of the time and adjusting the teaching pace for almost all of the time.

In the yes/no/uncertain questions on instructional practices, the teachers' response level at the Scott Campus on the four questions were:

- ❖ 12 (63%) of 19 teachers responding indicated they used Spanish most of the time to teach LEP students. Note: The questionnaire did not differentiate between native language teachers and ESL teachers in team-teaching scenarios, if such staffing pattern was in use
- ❖ 18 (95%) of the 19 teachers responding indicated "yes" to allowing LEP students in their classes to express themselves in their primary language during teacher and group interaction
- ❖ 19 (100%) of the 19 teachers responding indicated "yes" to allowing LEP students to express themselves in English during teacher and group interaction
- ❖ 16 (84%) of the 19 teachers responding indicated "yes" to introducing concepts in Spanish and extending or enriching in English

Implementation Practices

The teacher questionnaire included five Likert-type questions regarding implementation practices that solicited responses as: 1) Never; 2) Rarely; 3) Some of the Time; 4) Most of the Time, and 5) All of the Time. Additionally, there were eight questions that solicited responses as 1) Uncertain 2) No and 3) Yes. A summary of the responses of the teachers at Scott Campus is presented below. Composite questionnaire results on Implementation Practices for all seven successful schools are found in Appendix D.

Regarding the first implementation question of grouping students according to Spanish language ability for Spanish language arts instruction, the campus mean (average) was 2.84. The Scott Campus mean indicates that the teachers used Spanish language ability to group LEP students rarely to some of the time. The second question is similar to the first, except it focuses on grouping students according to English language ability. The Scott Campus mean for this question is 2.84. These results indicate an identical response from teachers that they grouped the LEP students by English language ability for English instruction rarely to some of the time.

Teachers at the Scott Campus indicated that they had meaningful parent participation in their classes by varying responses between some and most of the time as evidenced by a campus mean of 4.60. The fourth implementation question asked teachers if they encouraged their students to take responsibility for their own class work. Responses yielded a campus mean of 4.95, which indicates that all teachers encouraged LEP students almost all of the time. The last question asked teachers if they prepared their students for lessons by reviewing, outlining, explaining objectives and summarizing. A campus mean of 5.0 indicated a unanimous response. All teachers prepared their students for lessons all of the time.

In the yes/no/uncertain questions on implementation practices, the teachers' response level at the Scott Campus on the eight questions indicated that:

- ❖ 19 (100%) of the 19 teachers responding indicated they believed parents of LEP students understood the benefits of the special programs
- ❖ 12 (63%) of the 19 teachers responding indicated they did not group their LEP students for Spanish according to language proficiency in their primary language
- ❖ 13 (68%) of the 19 teachers responding indicated they did not group their LEP students for English instruction according to language proficiency in their second language (English)
- ❖ 19 (100%) of the 19 teachers responding indicated their principal provided adequate support for their LEP students
- ❖ 17 (89%) of the 19 teachers responding indicated the district leadership provided adequate support for their LEP students
- ❖ 19 (100%) of the 19 teachers responding indicated that they participated in program decision-making affecting their LEP students
- ❖ 19 (100%) of the 19 teachers responding believed that parental involvement helped their LEP students advance in their academic development
- ❖ 19 (100%) of the 19 teachers responding believed parental involvement helped their LEP students advance in their language development

The high degree of parental involvement, the long-range and short-range planning of instruction, both vertically and along grade levels, the high quality of staff development, team-teaching practices and administrative support are among the factors that contribute to making Scott Elementary one of the successful schools for language minority students.

Other questionnaire results acquired by the research team from all teachers in the seven study sites are found in Appendix D. These include the results on Rank and Order of Professional Development Opportunities and Factors Contributing to LEP Student Success.

SECTION V

Student and Campus Performance

Student and Campus Performance

Summary of Findings

The Texas policy for educating limited English proficient students requires the use of an oral language proficiency test in all grade levels upon enrollment, a normed referenced test (NRT) in Grades 2-12 upon enrollment and optional for exit purposes, or the state's criterion referenced test, e.g., Texas Assessment of Academic Skills (TAAS) in Grades 3-5 for exit purposes only. For purposes of this study, the results of the student and campus performance analyses in this section relied exclusively on the results of the TAAS test (English and Spanish as applicable) for all seven campuses and on the results of the OLPT (English) for the only K-3 campus in the study. The TAAS was used for the following reasons.

- ❖ In bilingual education required school districts, oral language proficiency tests are normally administered to LEP students in both languages for identification, classification and instructional placement. The results of the OLPT provide information pertaining to the linguistic levels of students. According to the state's public policy, these linguistic levels must be cross-validated with an assessment of achievement, using an NRT upon a language minority student's enrollment in Grades 2-12
- ❖ The results of NRTs utilized in the seven study sites were not considered reliable for purposes of the Texas Successful Schools Study because (1) NRTs are treated primarily as a pre-assessment (diagnostic) measure that are administered prior to program participation, (2) there are numerous NRTs in the state's approved list of tests that can be used, thereby eliminating consistency in application of test measures, (3) the NRTs may be normed with populations that are different than the subject groups in the study. These tests are also administered at different times, and (4) the test scores in NRTs do not assess the performance of LEP and former LEP students on the Texas Essential Knowledge and Skills curriculum required of all students in Texas public schools
- ❖ The TAAS test is a criterion-referenced test that is required to be given to all students, other than those exempted, in Grades 3-5 in English or Spanish [and Grades 6-8 and 10] to assess achievement according to specific objectives that are aligned with the curriculum being offered in Texas public schools. These features of the state's TAAS test provide greater reliability and validity, which are not available from a specific norm-reference test

This section presents a performance analysis conducted for the campuses in this study. When making interpretive judgments regarding the study schools, the information presented in this section should be considered within the overall context of the report, including the length of time students are identified as limited English proficient (LEP) and other issues raised in the sections of this chapter. Further interpretive and contextual information and a detailed description of the methodology employed for this analysis are included in Appendix E. The methodological approach described in Appendix E also includes a section titled *General Issues*. This section identifies important issues regarding methodology, Texas Assessment of Academic Skills (TAAS), other testing and other issues particular to individual schools. This section provides a brief summary of findings followed by a detailed analysis of TAAS performance. All of the data previously shown in early chapters of this document are for 1995-96, 1996-97 and 1997-98 school years. The student data shown in this section are for the 1998-99 school year.

Ratings—The accountability ratings for the last five years for the study campuses are remarkable. Out of 35 possible ratings (seven campuses and five years), about half were "Exemplary." With the exception of two "Acceptable" ratings, all of the remaining ratings were "Recognized." The percent of students currently identified as LEP is about 58 percent on these campuses. This means that the student population of these schools, considering the numbers of students exiting LEP classification, consists largely of LEP or former LEP students. With some exceptions, these campuses appear to follow or exceed statewide expectations regarding the number and percentage of students tested or excluded due to LEP identification status or special education exemptions.

Classification effects—One of the questions to be addressed in this study is the number of years a student remained classified as LEP. The question was considered by combining the number of years of LEP classification and the performance of the LEP students to obtain a classification effect. A *classification effect* means that there is a bilingual program impact on performance based on years classified as LEP. For this analysis, two student cohort groups were included; one in 1994 and one in 1995. These cohorts include students who were originally identified as LEP and, after a selected number of years of LEP status, were subsequently exited. The cohort also included students who were never classified as LEP. Due to the relatively small number of students in the cohorts, there were too few students who were identified as LEP for only one or two years to be reported. There were, however, sufficient number of students to examine the performance of students that were identified as LEP for years three, four and five from the 1995 cohort and an additional year (six) of students in the 1994 cohort. In this section, the number of years identified as LEP begins in Kindergarten. The child would have been labeled LEP at an earlier age but, for the purposes of this study, this convention was selected because the students included in the cohorts were selected in Kindergarten.

Three measures were available for analyzing performance on the TAAS reading and mathematics test that included: the percentage of students passing, the percentage of students mastering all objectives and the Texas Learning Index (TLI) scores (English version). The patterns of performance varied according to the measure and cohort selected. Study findings clearly suggest that the performance of students who were identified as LEP for three or four years was associated with a high level of performance on TAAS, whereas a lower level of performance was evident for the comparison groups.

In many cases, the levels of performance for these students exceeded the performance of students that were never classified as LEP. On the other hand, the performance of students identified as LEP for five years, and certainly for six years, was associated with lower levels of performance. This lower level of performance cannot be explained on the basis of an over representation of special education students for students who were identified for five or six years. Although there were a low number of students that were exited from LEP identification status after one or two years, the data suggest a lower level of performance on TAAS for those students than for students who were identified as LEP for three or more years. This difference in performance between students identified for one or two years, compared to students identified for more years cannot be explained from the data available in this study. A bilingual versus English as a Second Language (ESL) ESL program effect cannot be ascertained from these data because very few students were listed as enrolled in an ESL program.

This difference in performance, based on the number of years that students were identified as LEP (classification effect), was evident for both reading and mathematics, although the effect was less for mathematics. This may be because the mathematics sections of TAAS at the grade levels being examined include computations that may not require a high level of language skill. As will be covered, students who left the study campuses have overall lower performance. These students also showed the same patterns of lower level of performance as those remaining on the study campuses.

Campus effects—In addition to a very strong classification effect, there appears to be a very strong campus effect as well. Findings show that students enrolled in the study campuses performed better than the students who left the study campuses did. A campus effect means that the campus as a whole, not just one instructional aspect, has a positive impact on the students. While these data do not provide an explanation, they support the superiority of the study campuses as measured by student performance on TAAS. Other campus-level information, like the level of administrative leadership, the quality and experience of teachers, and the instructional program employed, can offer insights regarding the causality of performance on the study campuses. This type of program information is provided in the case studies of each campus found in the previous section of this document.

In order to profile performance, two different comparisons were used. The first was a comparison made between each campus and the TEA comparison campus group associated with each campus. The TEA comparison campus group has been computed by TEA as part of the Academic Excellence Indicator System (AEIS). The TEA comparison campus group is derived by identifying a unique comparison group of 40 campuses, from anywhere in the state, for each school. The group is selected on the basis of the most dominant characteristics of the target campus from six demographic characteristics defined in statute found to be statistically related to performance. The characteristics are:

- ❖ the percent of African American students enrolled for 1998-99
- ❖ the percent of Hispanic students enrolled for 1998-99
- ❖ the percent of White students enrolled for 1998-99
- ❖ the percent of economically disadvantaged students enrolled for 1998-99
- ❖ the percent of limited English proficient (LEP) students enrolled for 1998-99; and
- ❖ the percent of mobile students as determined from 1997-98 cumulative attendance

The second was a comparison between students remaining on the study campuses, except for Scott Elementary in Roma ISD, and those transferring to other campuses addressed in this section as "external" campuses. Because most of the students that transferred to another campus were also listed as being enrolled in a bilingual program, this approach was taken as a comparison versus a theoretical control analysis (See Appendix E for greater detail on comparison approaches).

In almost every comparison, the study campuses were superior to the external campuses. This was true for the students who were classified as LEP for the number of years included in the study and for students that were never classified as LEP. In addition, comparisons to the TEA comparison campus group, with few exceptions, indicated a strong advantage for the study campuses. There is very strong evidence for a campus effect in the study campuses in these data.

Presentation Approach

Four perspectives will be used to present findings.

- ❖ The number of years students are identified as LEP
- ❖ Across years and grade levels
- ❖ Comparison to external campuses (campuses not in the original study group)
- ❖ Comparison to the TEA peer group

Within the first of these, the number of years that a student was classified as LEP will form the categories of analysis. The nomenclature for the number of years students are classified as LEP must be clarified. Because not all students attended a Pre-Kindergarten, information regarding their identified LEP status was not available. The assumption is that they were in fact LEP before entering Kindergarten. Because this information is not available and because the cohort was formed in Kindergarten, for purposes of this study, the count of the identification process will begin in Kindergarten. In reality, students identified as LEP in Kindergarten will probably also have been LEP for more than one year. When interpreting the findings, this classification nomenclature must be considered.

For the 1994 cohort, a student may remain identified as LEP for up to six years and up to five years for the 1995 cohort. The majority of students, if not placed in a regular program, were receiving bilingual instruction. Very few students were placed in an ESL instructional setting, regardless of the campus examined. Findings related to program setting because of LEP identification would be of a program or instructional impact. In this context, the term "classification effect" will be used. Student change in performance on TAAS across years will be tracked. As appropriate, consideration will be given to the language of the test administered. In addition, changes in the TAAS test from year to year should be considered.

One important analysis is the comparison between the study and the external campuses that received the students after they left one of the study campuses. These campuses form a type of control for determining a possible "campus effect." Comparisons to the established TEA comparison campus group provide a good control when examining overall campus performance. Comparison campus group comparisons are not possible when examining data generated from student-level data files from the cohort groups. Nevertheless, it does serve as an important comparison to the overall campus. A common table layout will be used to discuss TAAS reading and mathematics results of the study campuses and external campuses. Included in each table are the students classified according to the number of years in the LEP status. The tables are also designed for ease in comparisons between the 1994 and 1995 cohorts.

TAAS Subject Areas—Of primary concern is the performance of students on the reading and mathematics subtests. The Writing subtest is given only at Grades 4, 8, and 10 as of 1999 and performance is at very high levels. For TAAS, three measures are considered. The first is the percentage of students passing and is used to derive school accountability ratings. The second is the percentage of students mastering all objectives. Because increasingly higher percentages of students are passing TAAS, mastery is becoming a more viable measure to examine and is significantly more difficult than passing. The third, TLI, is another measure of TAAS performance purported to measure performance gain. Each of these measures has particular pros and cons as discussed on page 97.

Passing—Passing each subject area forms the basis of the state accountability system. Passing generally means that a student answered 70 percent of the items correctly. One of the problems with examining the percentage of students passing the TAAS, at least through the 1999 test cycle, is that many campuses have reached a performance ceiling. That is, performance is at such high levels that there is no real room for improvement in terms of percentage passing. This ceiling also means that when a more difficult test is given, as expected after 2000, scores will decrease. This change may make it difficult to make comparisons across years in the future. While TAAS has changed somewhat from year to year, the next expected change after the spring of 2000 will have a much greater impact. It is accepted that the TAAS scores in this study are sufficiently equivalent to allow reasonable across year and grade level comparisons. Passing rates are available for both English and Spanish versions of the TAAS.

Mastering All Objectives—Attaining high mastery rates is significantly more difficult than passing. To master all objectives, generally three out of four items that address each objective must be answered correctly. It is possible to have 95 percent of the items answered correctly and still not master all objectives. [Mastery is also less stable (very easy to miss with two items in one objective) than is passing]. For many schools, particularly those with high passing rates, this measure of absolute mastery can be very useful in measuring progress. Mastering all objectives is available for both the English and Spanish versions of the test.

Texas Learning Index—The TLI is a measure that was created in an attempt to measure student progress over time, especially for students not passing the test. The TLI measures progress in smaller increments of progress. This incremental measure is not available when examining passing rates. Passing only yields a "yes" or "no" indication which provides information about whether students passed or not. It does not provide information regarding progress. The TLI has problems at the upper and lower portions of the student performance continuum. TLI scores below 30 are basically representative of non-measurement. That is, scores below this point and measures of gain using the score are not useful. In addition, the TLI scores are only available for the English version of the test.

Objective Level—TAAS subjects are tested by using objectives. Word Meaning in Reading has six objectives and Mathematics has thirteen. Because only four items define each objective, the measurement of mastering objectives is less precise and unstable than the criterion of passing. Regardless, examination of performance by objective can provide valuable information. For this study, examination of performance at the objective level can also serve as confirmation of overall performance and may pinpoint areas of weakness or concern. For this study, this information was available only for the English version of the test.

Number of Students Within Categories—As already noted, the number of students identified as LEP for one or two years is too small to report. This number of students is reported in Table 1 on the following page but will not be repeated in the next set of tables. The numbers of reported students (under five students in a cell are not reported) in cells, are of sufficient size to be reasonably stable. It is normal to expect some variations. Variations generally mean that any trends seen will not be "perfect." The use of multiple measures and approaches allows actual trends, as opposed to random variations, to be observed and defined.

TABLE 1:
Numbers of Students in Study and External Cohorts

1994 Cohort				1995 Cohort	
Grades	Years Identified as LEP	Study	External	Study	External
K	0	63	59	59	23
K	1	4	4	3	4
1	2	4	7	4	4
2	3	17	24	18	12
3	4	59	38	56	25
4	5	19	23	73	26
5	6	53	29	-	-
TOTAL		219	184	213	94

Passing—Table 2 shows the percentage of students passing Grade 3 and 4 Reading for the 1995 cohort. The Table indicates that students never classified as LEP have a high level of performance (93.2 percent passed the test in 1998 and 94.5 percent in 1999). Given the high level of performance in 1998, any increase in 1999 is commendable. As a reminder, all data include special education students tested, emphasizing the very high levels of achievement attained by students in these study schools. It is important to note, Table 2 also shows that for students that continue to be identified as LEP through the third year, performance is even higher than for students never classified as LEP.

TABLE 2:
Percentage of Students Passing TAAS Reading (1995 Cohort)

Years Identified as LEP	Study Campuses		External Campuses	
	Grade 3	Grade 4	Grade 3	Grade 4
	1998	1999	1998	1999
0	93.2	94.5	87.0	90.0
1	-	-	-	-
2	-	-	-	-
3	94.4	100	83.3	100
4	98.2	100	68.0	100
5	67.1	81.0	53.8	59.1

Performance increased for students who were classified as LEP for four years. A significant decrease occurred in the percentage passing for students who were identified as LEP for five years. While this analysis does include special education students, they are not over-represented in this category for year 5.

Given the overlap between years identified as LEP and grade level in this study, there is another way to view the tables and graphs. One group of students in the study was not classified as LEP in Kindergarten. Even though these students may at one point have been classified as LEP, there are no data to establish this classification. It must also be assumed that even though they were in a public Pre-Kindergarten program, it would be unusual for the program to move a significant number of students from LEP to non-LEP by Kindergarten. So for the purpose of this study, any student not classified as LEP in Kindergarten is considered to be "never-LEP."

A student classified as LEP in Kindergarten, and not in Grade 1, would have been identified as LEP for one year. Likewise a student identified as LEP in Kindergarten and Grade 1, but not in Grade 2, would be considered LEP for two years. There are not enough students in either of the last two categories to be reported, or to form a stable analysis. In this study, there is no overlap in the classifications and therefore, all numbers reported are non-duplicated counts. That is, students who are reported as being identified as LEP for one category will not be counted in any other classification. Table 3 illustrates the groups of students classified as LEP and the overlap between grade levels and years.

TABLE 3:
Classification of Students

Numbers of Years Identified as LEP	School Year					
	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
	Grade					
	K	1	2	3	4	5
0	never	never	never	never	never	never
1	LEP	former	former	former	former	former
2	LEP	LEP	former	former	former	former
3	LEP	LEP	LEP	former	former	former
4	LEP	LEP	LEP	LEP	former	former
5	LEP	LEP	LEP	LEP	LEP	former
6	LEP	LEP	LEP	LEP	LEP	LEP

Within this table, an indication is given if the student was "never" identified as LEP, currently "LEP," or "former" LEP. Each of the rows is independent of each other. A student can only be counted in one row. At the end of this study, it is not known how many of the students classified as LEP for six years exit the program or continue to be identified as LEP. The 1995 cohort would be exactly the same except it would start in 1994-95 with Kindergarten, and only have information for students through a fifth year of LEP identification.

Continuing with an examination of the 1995 cohort, the same progress is observed for students who are no longer on the study campuses. That is, by 1999 students classified as LEP for three or four years performed at a rate higher than those never identified as LEP. Again, for these students, there is a decrease in performance for those students classified as LEP for five years. There appears to be a definite "classification effect." Passing rates do increase for students on the external campuses. What cannot be determined from this analysis is how much these students could have scored if there was an adequate ceiling on TAAS; a situation to be remedied in the next two years with the introduction of the new TAAS. While it is impossible to argue with 100 percent passing

in 1999, examination of 1998 scores, as well as the fifth year LEP students indicates a definite "campus effect." That is, remaining on the study campuses is associated with higher passing rates.

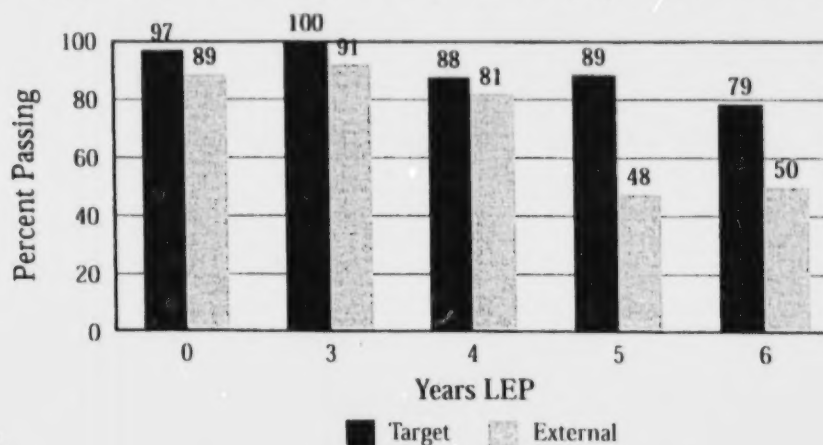
TABLE 4:
Percentage of Students Passing TAAS Reading (1994 Cohort)

Years Identified as LEP	Study Campuses			External Campuses		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
	1997	1998	1999	1997	1998	1999
0	92.1	93.8	96.7	76.3	94.7	88.7
1	-	-	-	-	80.0	85.7
2	-	-	-	85.7	83.3	100
3	100	100	100	75.0	100	90.5
4	84.7	96.7	87.9	65.8	94.1	81.3
5	84.2	100	88.9	39.1	63.6	47.6
6	71.7	55.3	79.2	37.9	28.6	50.0

Table 4 above presents data from the 1994 cohort. The results in Grades 3 and 4 for students classified as LEP for three and four years are higher than students never classified as LEP. The dramatic decrease in performance for students classified as LEP for five years is not as clear when looking at the study campuses but is more evident for the students in the external campuses. For students identified as LEP for the six years, performance is much lower than those classified for three and four years. Continuing the trend, the students on the study campuses have much higher passing rates than those in the external campuses. It is necessary to look at the data in several ways to determine stable trends and patterns.

Looking at TAAS in Grade 5, one sees a general decline in performance for many, not all, of the student classifications between Grades 4 and 5 after a gain between Grades three and four. One way to examine this issue is to look at the overall campus, not just the cohort being studied.

GRAPH 1:
Percentage of Students Passing Grade 5 TAAS Reading by Years Classified as LEP



Graph 1 examines the performance of fifth grade students never classified as LEP in both target and external campuses (first column referenced as "0"). The performance of students classified as LEP for 3, 4, 5 and 6 years in six target campuses is also compared to the performance of students in the external campuses. As can be seen, there is a definite pattern of better performance between the target campuses and the external campuses in every case, with the most difference noted after five years and 6 years as LEP.

TABLE 5:
Percentage of Students Mastering All TAAS Objectives (1995 Cohort)

Years Identified as LEP	Study Campuses		External Campuses	
	Grade 3	Grade 4	Grade 3	Grade 4
	1998	1999	1998	1999
0	67.8	72.7	52.2	45.0
1	-	-	-	-
2	-	-	-	-
3	83.3	82.4	58.3	54.5
4	66.1	52.8	36.0	35.3
5	38.4	32.8	11.5	13.6

Mastering All Objectives—Table 5 depicts that students classified as LEP for three years have higher mastery rates than those classified as never LEP. Again, performance does decrease as the number of years identified as LEP increases, but this decline begins at year four rather than year five for passing. It is important to note that a more drastic decline in performance is also evident in the external campuses at more than 50 percent of the study campuses. As expected, the percentage of students mastering all objectives is considerably lower than when students passing is considered. An almost similar pattern of performance is seen for students in the external campuses. The level of mastery in the external campuses is low for students identified as LEP for five years. The comparison in absolute levels of performance is significant, more so than when numbers passing were examined. Since the decline in performance is evident for both the study campuses and the external campuses, the lower performance cannot be solely attributed to the LEP status of students in the absence of a review of program offering.

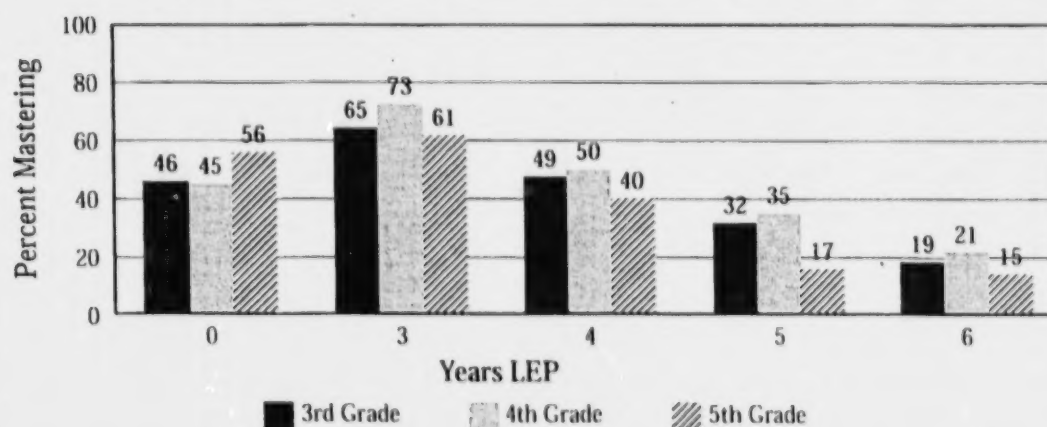
As in passing, a comparison to the TEA campus group is informative. For the study schools in 1997, 61.8 percent of the students mastered all objectives in Grade 3. In 1998, 46.7 percent mastered in Grade 4, and 36.0 percent in Grade 5 in 1999. These numbers represent a significant decline in the percentage of students mastering all objectives and should be a matter of concern for these campuses. The TEA comparison campus group showed that 46.2 percent of students mastered all objectives in Grade 3 in 1997; 33.0 percent in Grade 4, 1998; and 26.3 percent in Grade 5 in 1999. This is the same pattern of low level performance as seen for the study campuses. These rates are for the entire campus, not just the 1995 cohort. Just as in passing, there is a considerable advantage for the study campuses in student performance as measured by mastering all objectives. Although the information is not conclusive, it does appear that the decline in performance seen for the 1995 cohort is less than for the overall campus.

TABLE 6:
Percentage of Students Mastering All TAAS Reading Objectives (1994 Cohort)

Years Identified as LEP	Study Campuses			External Campuses		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
	1997	1998	1999	1997	1998	1999
0	46.0	45.3	55.7	28.8	29.8	30.2
1	-	-	-	-	30.0	14.3
2	-	-	-	57.1	66.7	50.0
3	64.7	73.3	61.1	37.5	45.0	33.3
4	49.2	50.0	39.7	34.2	38.2	18.8
5	31.6	35.3	16.7	0	0	14.3
6	18.9	21.3	14.6	10.3	14.3	8.3

As can be seen on Table 6, similar declines in performance occurred from Grade 4 to Grade 5 when the 1994 cohort is examined, with the exception of those never classified as LEP in the study campuses. Similar lower performance for the external campuses compared to the study campuses is evident as it was for the 1995 cohort. Generally speaking, for the same grade level, the 1995 cohort has a fairly substantial performance advantage over the 1994 cohort. Different forms of the TAAS were used because these students were in the equivalent grades in separate years. TAAS forms are equated at the objective level from year to year. Direct comparisons between the two cohorts using TAAS must take this into consideration. In addition, general performance across the state increased over this period of time.

GRAPH 2:
**Percentage of Students Mastering All Reading Objectives by Grade Level and
Number of Years Identified as LEP for Study Campuses**



Texas Learning Index—The TLI analysis is available only for the English version of TAAS. Because the TLI scores are very highly correlated with percentages passing, it is not surprising to see performance patterns very similar to percentages passing. The TLI is, however, more sensitive to change. An important aspect of Table 7 is found for those students classified as LEP in the fifth year in the study campuses. An average TLI of 25.2 is found in 1998 and an average of 69.4 is found in 1999. It should be noted that a TLI below 30 is basically non-measurement. The gain to 69.4 percent does not represent 40 points of TLI gain. What it means is that a student progresses from not being able to be tested, to being able to perform at some measurable level. A TLI of 70 is required to pass. On average, these fifth year LEP students are just at the passing level. Examination of performance in the external campuses indicates a lower level of performance. As already noted, it is possible that some students were tested in Spanish after they were transitioned to English. In this analysis, it appears that some students were tested in English before they were ready. It is very possible that with a correct match between language and test version, performance on these campuses would have been even higher.

TABLE 7:
TAAS Reading TLI Scores (1995 Cohort)

Years Identified as LEP	Study Campuses		External Campuses	
	Grade 3	Grade 4	Grade 3	Grade 4
	1998	1999	1998	1999
0	84.0	87.9	81.8	84.3
1	-	-	-	-
2	-	-	-	-
3	87.8	92.5	77.9	88.3
4	86.5	87.2	50.8	84.6
5	25.2	69.4	23.3	51.6

Examination of the 1994 Cohort TLI scores (Table 8) yields patterns almost identical to the 1995 Cohort. By examining the change from 1998 to 1999, while considering the decrease in the percentage of students passing seen earlier, an interesting result is found. The decline in percentages passing is greater than the decline in the TLI score. In other words, it may be likely that students barely slipped below the TLI mark of 70 and no longer passed, but their actual performance level did not significantly decline. As seen in the 1995 Cohort and also evident in the transition from Grade 4 to Grade 5 for the students identified as LEP for six years, performance is very close to the TLI 70 score required to pass.

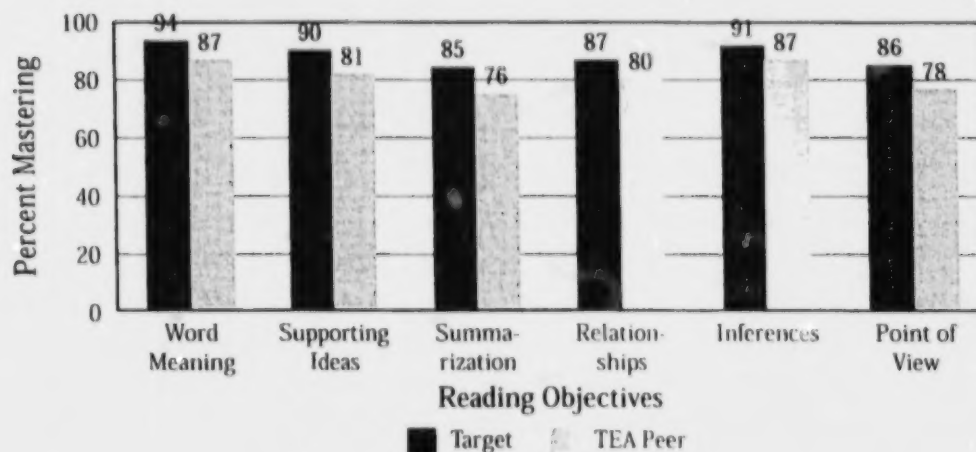
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TABLE 8:
TAAS Reading TLI Scores (1994 Cohort)

Years Identified as LEP	Study Campuses			External Campuses		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
	1997	1998	1999	1997	1998	1999
0	85.8	86.7	89.8	81.8	82.8	84.8
1	-	-	-	-	78.0	57.6
2	-	-	-	86.4	76.3	89.5
3	82.1	90.8	88.9	79.5	87.5	84.6
4	83.1	85.8	85.8	72.8	82.9	80.7
5	23.6	85.0	78.6	26.5	58.2	63.9
6	35.0	32.0	62.4	13.5	28.6	51.4

TAAS Objectives—While performance by objective is a less stable measure than passing, a by-objective analysis can provide valuable insights about performance. Performance by objective is higher for the study campuses than for the TEA comparison campus group. This analysis is not available for the external campuses. As seen in Graph 3, generally, there is a performance advantage for the study campuses across all objectives.

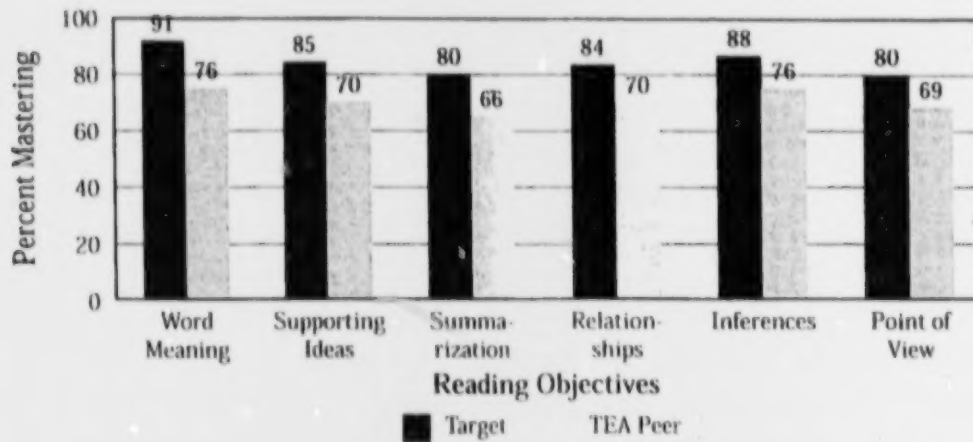
GRAPH 3:
1999 Reading Objectives Mastered, Grade 3



While Graph 3 contains data for the overall campus, it is possible to restrict the comparison to LEP students on the study campuses and to LEP students in the TEA comparison group (TEA Peer in graph). Because TEA restricts access to data when there are fewer than five students, only five campuses had a sufficient number of students and only at Grade 3.

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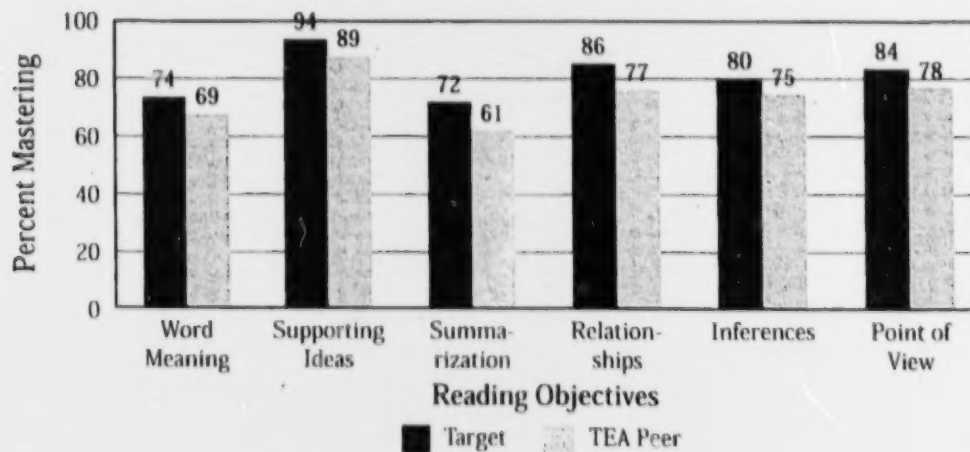
GRAPH 3a:
1999 Reading Objectives Mastered, Grade 3, LEP Students Only



As can be seen in Graph 3a, the patterns are the same. The differences between the target campuses and the TEA comparison campus group (TEA Peer in graph) are slightly larger with the targets performing even better than the peers. The same patterns are also seen when examining percent passing and percent mastering all objectives. Because the numbers of students are small and not all of the target campuses can be used in the analysis, the remainder of contrasts with the TEA Comparison campus group will be restricted to all students, rather than examining performance separately for LEP students only.

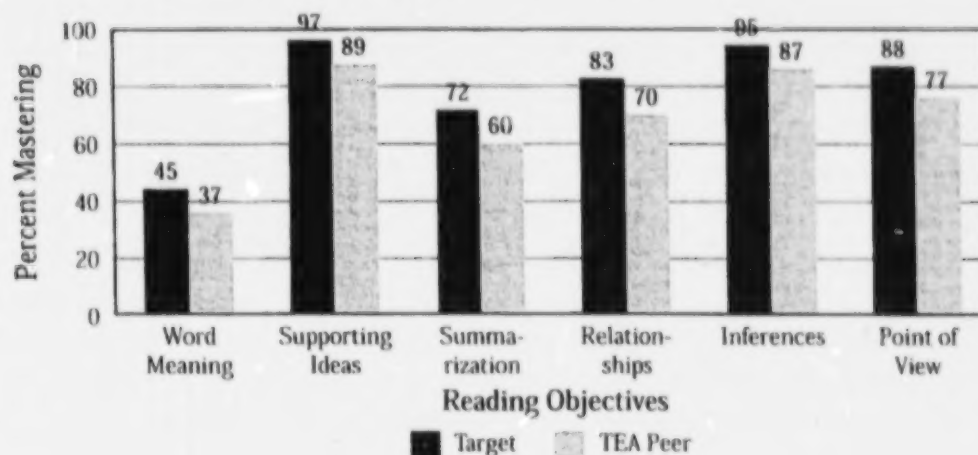
Graph 4 below shows performance is not equal across the objectives at Grade 4. The advantage continues for the study campuses over the TEA comparison group (TEA Peer in graph), but generally, it is less across the board.

GRAPH 4:
1999 Reading Objectives Mastered, Grade 4



As can be seen in Graph 5, this pattern continues in Grade 5 where performance on Word Meaning declines significantly from Grade 4. The decline in performance cannot be attributed to LEP performance exclusively, since the performance is for all students in both target and TEA comparison groups (TEA Peer in graph) and the comparison group also experienced a decline in performance. From an instructional standpoint, this pattern of decline in performance on Word Meaning and Summarization should be of some concern, and has implications for the professional appraisal and development of teachers.

GRAPH 5:
1999 Reading Objectives Mastered, Grade 5



Mathematics Performance—Performance in mathematics has generally lagged behind reading (as measured by TAAS) for at least the last ten years. In this study; however, it is reasonable to expect that mathematics performance be equal to, or even higher than, reading, given the nature of the mathematics test. While there may be problems requiring reading (worded problems), there are also many computational selections requiring reading of numbers only. If language proficiency is an issue, regardless of the language of the test, questions requiring little language should be answered correctly, assuming that the skills required for the computations are present.

Passing—For the 1995 cohort, as seen in the center section of Table 9, a pattern very similar to reading is found. Performance for students classified as LEP for three or four years is at or above students never classified as LEP, except for the Grade 4 in 1999. As observed in the Reading test, there were performance decreases for students identified as LEP for five years in the study campuses. For Grade 3 performance, like in reading, performance is lower for students who have left the study campuses. Performance is significantly lower in the fourth and fifth year for students classified as LEP in the external campuses. By Grade 4, performance is equal to the study campuses, but still lower for students identified as LEP for five years.

TABLE 9:
Percentage of Students Passing TAAS Mathematics (1995 Cohort)

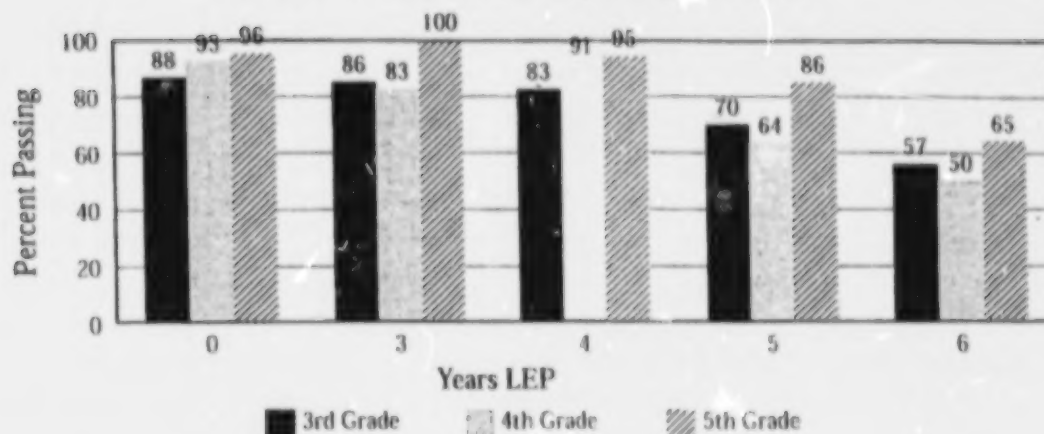
Years Identified as LEP	Study Campuses		External Campuses	
	Grade 3	Grade 4	Grade 3	Grade 4
	1998	1999	1998	1999
0	91.5	96.5	87.0	95.2
1	-	-	-	-
2	-	-	-	-
3	100	100	83.3	100
4	100	96.2	65.4	100
5	76.0	86.0	65.4	84.0

Table 10 shows performance patterns for the 1994 cohort. With a few exceptions, the same performance patterns are observed as with the 1995 Cohort shown in Table 9. While performance declines are observed in every other measure in the sixth year of being identified as LEP, here, performance actually increases on the study campuses.

TABLE 10:
Percentage of Students Passing TAAS Mathematics (1994 Cohort)

Years Identified as LEP	Study Campuses			External Campuses		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
	1997	1998	1999	1997	1998	1999
0	93.4	89.1	95.2	88.1	93.0	96.4
1	-	-	-	-	-	-
2	-	80.0	-	-	-	-
3	94.1	100	94.1	82.6	90.5	95.2
4	94.9	91.7	98.3	81.6	85.3	100
5	89.5	100	89.5	69.6	63.6	85.7
6	83.6	68.8	92.0	57.1	50.0	65.4

**GRAPH 6:
1997-1998 Percentage of Students Passing
Mathematics for External Campuses by Years as LEP**



One finding that is common across the cohorts and the study and external campuses is that performance increases over grade levels, regardless of the number of years identified as LEP. This is evident in Graph 6 for the external campuses. A graph for the study campuses is similar. Although there appears to be a classification effect where students classified as LEP between three and four years have a performance advantage over those classified for longer periods, the data analysis did not delve into instructional focus, which could account for a decline in LEP student performance. A more extensive database would also allow an examination of students who are exited after one or two years.

Like the reading analysis, information was collected for the overall campus for each of the study campuses. These data were compared to the respective TEA comparison campus groups. Performance for these campuses was tracked over time from Grade 3 in 1997 to Grade 5 in 1999. All students from all campuses as a group are followed for three years. In 1997, 93 percent of students on the study campuses passed the mathematics test in Grade 3; in 1998, 92 percent passed in Grade 4; and in 1999, 97 percent passed in Grade 5. For the TEA peer group, 80 percent passed in Grade 3 in 1997; 84 percent passed in Grade 4 in 1998, and 89 percent passed in Grade 5 in 1999. In both groups, there was a general increase in performance across years and grades. The students in the study schools continue to have a significant advantage over the external campuses.

Mastering All Objectives—Mastering all objectives is a more difficult accomplishment than passing. Mastering all mathematics objectives may be more difficult than mastering all of the reading objectives because there are 13 objectives on the mathematics test versus six objectives in the reading test. Therefore, the likelihood of not mastering one objective may be greater.

TABLE 11:
Percentage of Students Mastering TAAS Mathematics Objectives (1995 Cohort)

Years Identified as LEP	Study Campuses		External Campuses	
	Grade 3	Grade 4	Grade 3	Grade 4
	1998	1999	1998	1999
0	54.2	43.9	39.1	42.9
1	-	-	-	-
2	-	-	-	-
3	61.1	44.4	41.7	54.5
4	60.7	41.5	38.5	72.2
5	24.0	22.8	30.8	28.0

Table 11 indicates a decline in performance by the fifth year of LEP classification. There is a very significant difference in this table not previously seen. While the study campuses held a performance advantage in passing over the external campuses, this advantage is not evident when examining mastering all objectives in Grade 4. In this grade, performance was higher for the external campuses for students identified as LEP for three, four or five years. Given the performance differences between the study and the external campuses (as much as 30 percentage point for students identified for four years) and the fact that performance is higher for students classified as LEP for three through five years, this appears to be a real difference. For Grade 3, however, students in the study campuses have higher percentages of students mastering all objectives than students in the external campuses. This finding suggests that there may be a change in instructional strategy from Grade 3 to Grade 4, possibly in both study and external campuses.

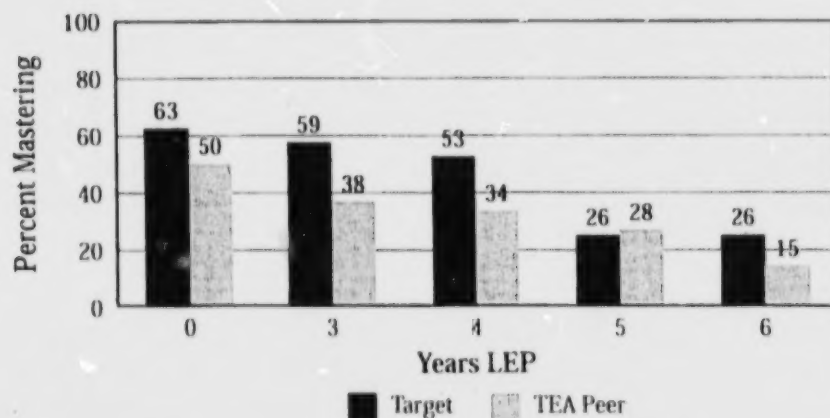
For the 1994 cohort, the percentage of students mastering all objectives is examined in Table 12. When examining Grade 3 performance, there is not a great difference between the study and the external campuses. By Grade 5, the students on the study campuses have again assumed a rather substantial advantage.

TABLE 12:
Percentage of Students Mastering TAAS Mathematics Objectives (1994 Cohort)

Years Identified as LEP	Study Campuses			External Campuses		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
	1997	1998	1999	1997	1998	1999
0	41.0	40.6	62.9	42.4	43.9	50.0
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	41.2	43.8	58.8	47.8	52.4	38.1
4	35.6	35.0	53.4	31.6	35.3	34.4
5	31.6	37.5	26.3	13.0	13.6	28.1
6	14.5	16.7	26.0	3.6	6.0	15.4

It should be noted that the study campuses tend to identify students as LEP for more years than the external campuses do. As seen in Graph 7, the performance advantage of the study schools is rather substantial. There is a slight performance advantage for students that have never been identified as LEP for mathematics.

GRAPH 7:
Mastering All Mathematics Objectives (1994 Cohort) by
Number of Years Students Identified as LEP



When examining performance between the study campuses and the comparison campus group (TEA Peer on graph) on mastery, the study schools as a group have a much higher level of performance than do the schools in the comparison group. While the trend is not clear, there has been a decline in the percentage of students mastering all objectives since Grade 3. The same decline is observed for the TEA comparison campus group (TEA Peer in graph). As noted in the reading analysis, there is a significant amount of variability on the percentages of students mastering all objectives among the study campuses. This is to be expected to a certain degree due to the relative instability of this measure. Even so, the values range from 17 percent to 59 percent mastering all mathematics objectives. This is a very large variation and is not explainable within the constraints of the data investigated in this chapter.

Texas Learning Index—Mathematics TLI values (Table 13) are only available for the English version of TAAS and are highly correlated to the percentage of students passing. The data suggests that students identified as LEP for five years were not prepared to take the English version of the test in either the study or the external campuses. Performance for students never identified as LEP is slightly below those classified as LEP for three or four years. Performance for the fifth year LEP students, while increasing significantly, is at lower levels than for students identified for three or four years. In this cohort, performance for those in both the study and external campuses is somewhat equivalent, except in the fifth year.

TABLE 13:
TAAS Mathematics TLI Scores (1995 Cohort)

Years Identified as LEP	Study Campuses		External Campuses	
	Grade 3	Grade 4	Grade 3	Grade 4
	1998	1999	1998	1999
0	80.9	83.6	79.0	82.1
1				
2				
3	87.1	84.8	74.8	85.6
4	84.6	83.5	51.5	86.0
5	27.3	70.1	24.0	58.6

Examination of the 1994 Cohort reveals similar patterns as the 1995 cohort except for students in their fifth year identified as LEP in the study campuses. These students actually made progress at a rate higher than for the 1995 Cohort. There are some students who may have been transitioned early to the English version of TAAS, as determined by non-performance on the TAAS according to the TLI information. As seen in Graph 8, the comparison between the study and external campuses indicates a general performance advantage for the study campuses and an indication that students identified as LEP three and four years performed better than students identified for five or six years.

GRAPH 8:
TAAS Mathematics TLI Scores in Grade 5 for 1994 Cohort

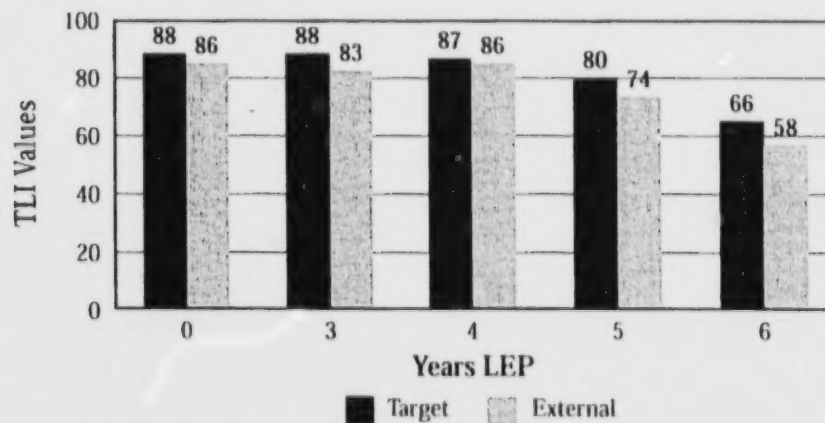
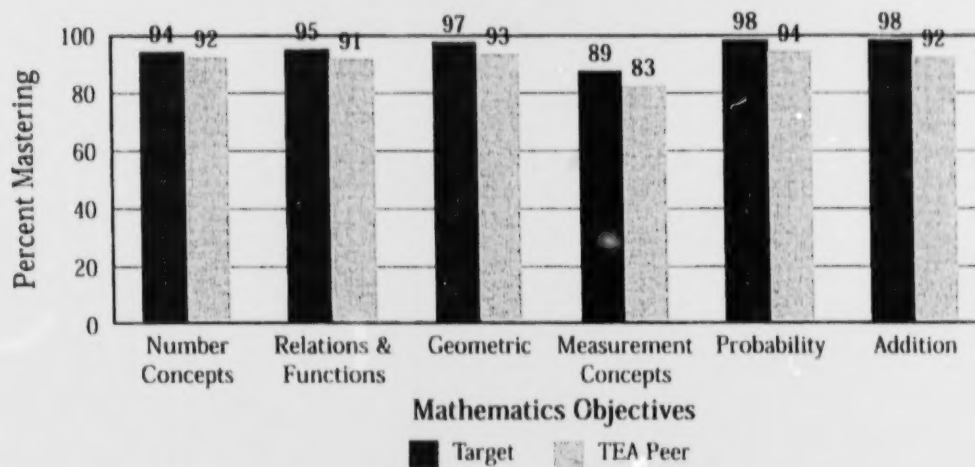


TABLE 14:
TAAS Mathematics TLI Scores (1994 Cohort)

Years Identified as LEP	Study Campuses			External Campuses		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
	1997	1998	1999	1997	1998	1999
0	85.9	82.4	87.8	81.1	81.9	86.1
1	-	-	-	-	72.0	59.6
2	-	77.0	-	86.4	71.2	86.5
3	82.1	85.2	87.8	83.0	83.6	82.8
4	83.1	81.9	86.5	72.8	80.1	86.3
5	23.6	83.9	80.3	26.5	58.1	74.3
5/6	34.8	33.1	66.2	14.0	32.9	58.4

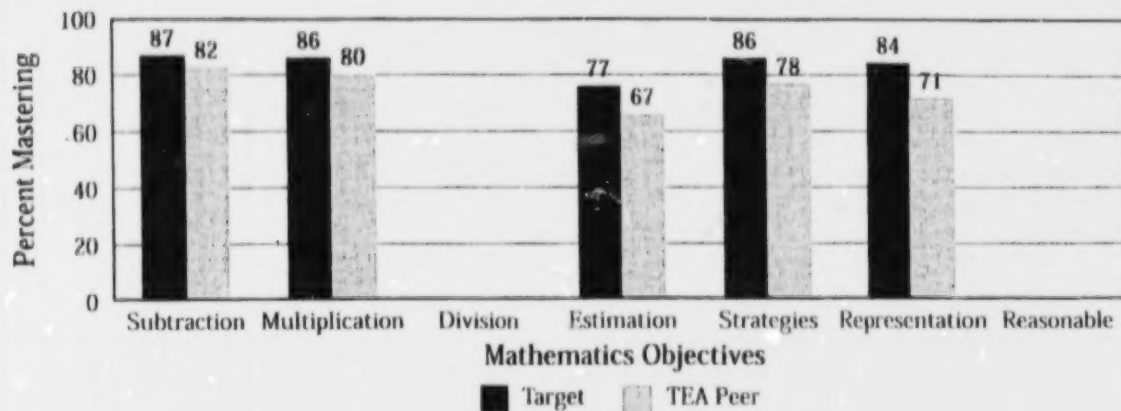
TAAS Objectives—Because there are more mathematics objectives tested (13) than there are for reading (six), the graphs for mathematics performance by objective will be divided showing six objectives in one graph and seven objectives in the other graphs. Certain mathematics objectives are combined with others in Grade 3 and Grade 4. Combined objectives are noted with blank spaces in the tables.

GRAPH 9:
Mathematics Objectives Mastered Grade 3 in 1999



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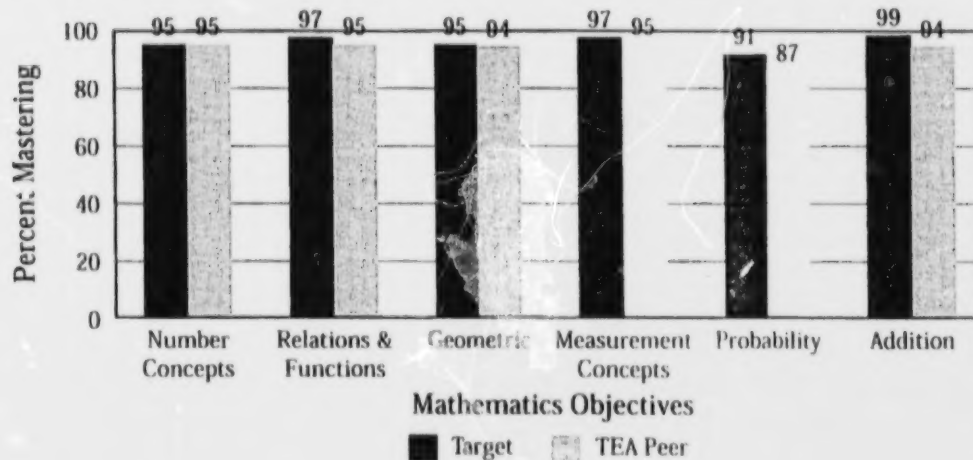
GRAPH 10:
Mathematics Objectives Mastered Grade 3 in 1999 (continued)



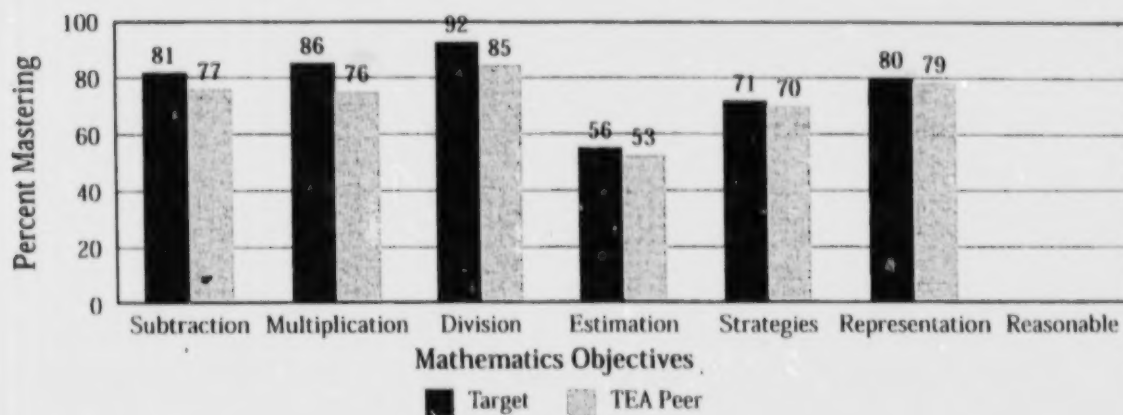
In Grade 3, the study campuses have a performance advantage over the TEA comparison campus groups (TEA Peer in graphs) for every objective. Performance is high for both the study and the comparison groups, especially considering that these campuses have a large percentage of economically disadvantaged students. The percentage of students mastering some objectives is lower than others for the study campuses and the TEA comparison group. One objective, Estimation, is notably lower for both groups.

For Grade 4, the same performance pattern is observed. However, in this grade level, the performance advantage enjoyed by the study campuses is significantly less. Like Grade 3, Estimation in Grade 4 has decreased at a greater rate.

GRAPH 11:
Mathematics Objectives Mastered Grade 4 in 1999

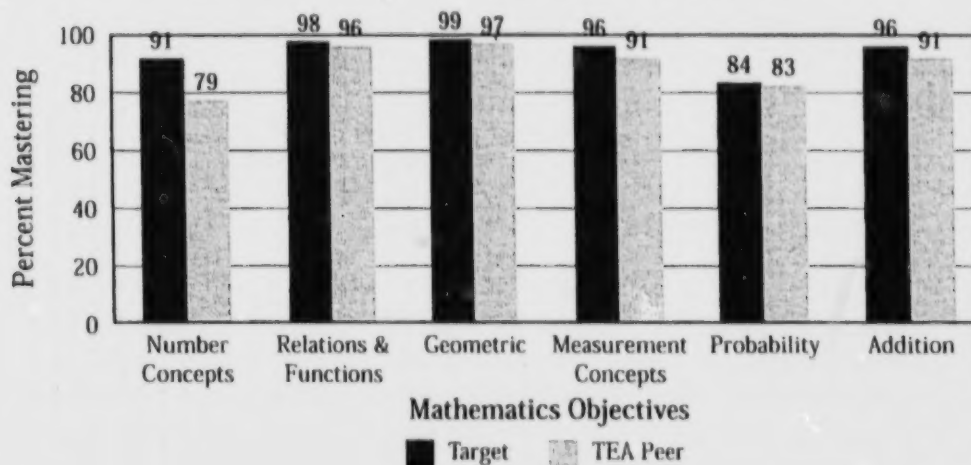


GRAPH 12:
Mathematics Objectives Mastered Grade 4 in 1999 (continued)

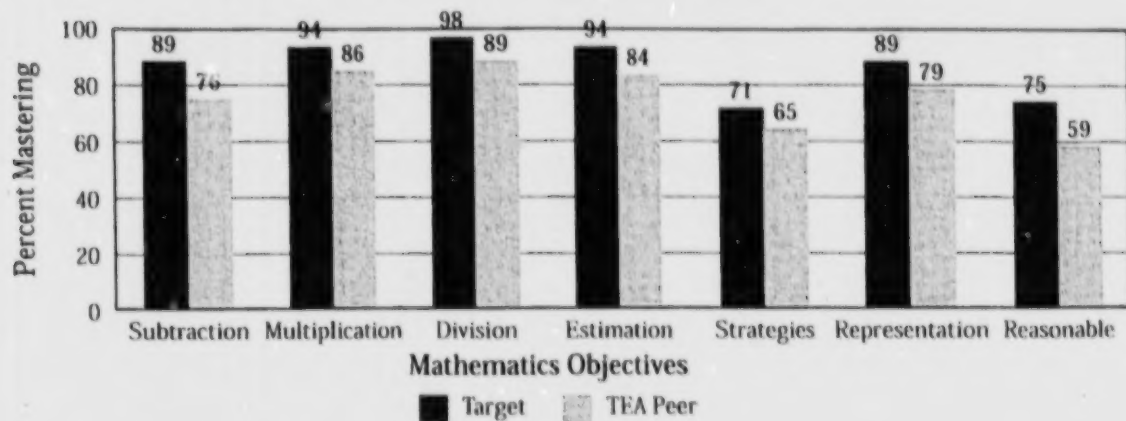


For most objectives, the percentage of students mastering all objectives is high. A general decline is observed for others. In Grade 5, the gap in performance again decreased. In several of the objectives there is virtually no difference between the study campuses and the TEA comparison campus group (TEA Peer in graphs).

GRAPH 13:
Mathematics Objectives Mastered Grade 5 in 1999



GRAPH 14:
Mathematics Objectives Mastered Grade 5 in 1999 (continued)



Special Analysis for Roma ISD

Roma ISD, and Scott Elementary in particular, offers a special opportunity to look at the campus and LEP classification effects in another way. This analysis does not provide a formal comparison between Scott and the other elementary schools in the study. Some interesting data are found for students who were enrolled in Scott Elementary in 1994. In 1994, Scott Elementary was a large school. In 1995, it was divided into three separate campuses each serving Pre-Kindergarten through Grade 3. Students then attended a combined campus of Grades 4-6. This restructuring meant that Scott Elementary could not form a part of the study campuses because there are no TAAS scores for Grade 4 or Grade 5. It does, however, allow the examination of another issue. Students, who attended Scott in 1994 (when the 1994 Cohort was formed) and are still enrolled in Scott in Grade 3, form one group. Students, who were enrolled in Scott in 1994, but subsequently moved to another elementary in Roma ISD, form another group. All of these students, coming from either Scott or the other campuses, are recombined on the same campus in Grades 4 and 5. This creates a third group of students. Care must be taken when reviewing these findings because there may be performance variables that are associated with the Grade 1 assignment to the various campuses that were not captured in the data for this study. For example, while the percentages of economically disadvantaged students did not seem to be very different, it does not exclude some other educationally relevant variable between the continuing Scott elementary students and those on the other campuses.

TABLE 15:
Contrast Between Scott and Other Elementary Schools Within Roma ISD
Reading: Percent of Students Passing

Years Identified as LEP	Scott	Other	Scott	Other
	Grade 3	Grade 4	Grade 3	Grade 4
	1998	1999	1998	1999
0	100	100	87.5	93.3
1				
2				
3	83.3	65.2	83.3	90.5
4	73.1	67.5	84.0	88.9
5	70.0	34.5	100	78.3
6	0	15.5	11.8	28.1

This analysis is limited to the 1994 Cohort in order to capture the issue at hand. No data past Grade 4 are presented because the students would have been together on the same campus for almost two years before taking Grade 5 TAAS. This means that any effect of the Scott or other campuses may have been lost and replaced with other intervening variables. In 1997, three years after the division, there was no difference between the students classified as Non-LEP with performance also being quite high.

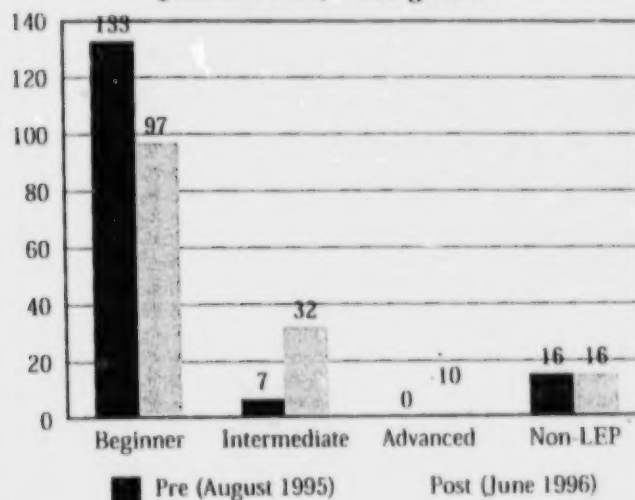
For students eventually classified as LEP by the Language Proficiency Assessment Committee (LPAC) for three, four and five years, students in Scott Elementary did better on the Grade 3 TAAS. The same pattern of decline in performance for students eventually classified for five and six years as LEP is evident for students in the study campus group. This is also true for performance in the Grade 4 (with some exceptions). For students who were in Scott in the Grade 3, and now with the other students in a large campus, performance was lower in four of the five categories. Performance was higher e.g., 100 percent passing, for students classified as LEP for four years and thus all the way through the Grade 3 on Scott.

The findings reported in the foregoing analyses pose important questions. Study findings suggest a performance advantage for students enrolled in the study campuses; however, while these results are important, further research should be conducted to assess if similar circumstances can be found in the state where comparisons can be made between program type and school size. The number of students in these cases is small enough that this performance must be considered suggestive, rather than a demonstration of the impact of school size and LEP classification years. Additionally, a more detailed examination of the exact program and contrasts between campuses would be required to derive definitive conclusions.

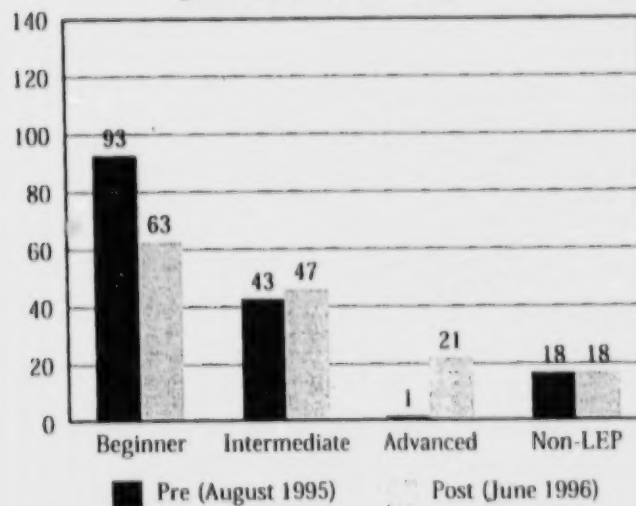
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Except for Scott Elementary in the Roma ISD, oral proficiency test data for language minority students available at the other six study sites were not consistently maintained on a pre/post test basis during the same school years that the study data were collected. The records of the LPAC at the Scott campus documented pre and post test scores on the Language Assessment Scales (LAS) in English for Kindergarten and Grade 3. Results are presented in Graph 15, 15a, 15b and 15c. Scott Elementary was the only campus in the study with a Grade K-3 structure for each of the four years reported. The numbers presented are not associated with a specific cohort (group) of students. Comparable test results on LAS in Spanish were not available.

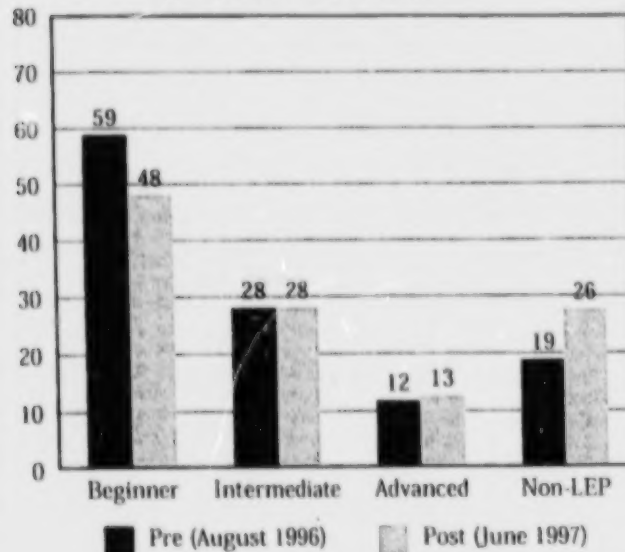
GRAPH 15:
Pre/Post Oral Language Assessment Categories for
LEP Students in Scott Elementary
June 1995-96, Kindergarten



GRAPH 15a:
Pre/Post Oral Language Assessment Categories for
LEP Students in Scott Elementary
June 1995-96, 1st Grade



GRAPH 15b:
Pre/Post Oral Language Assessment Categories for
LEP Students in Scott Elementary
June 1996-97, 2nd Grade



GRAPH 15c:
Pre/Post Oral Language Assessment Categories for
LEP Students in Scott Elementary
June 1997-98, 3rd Grade

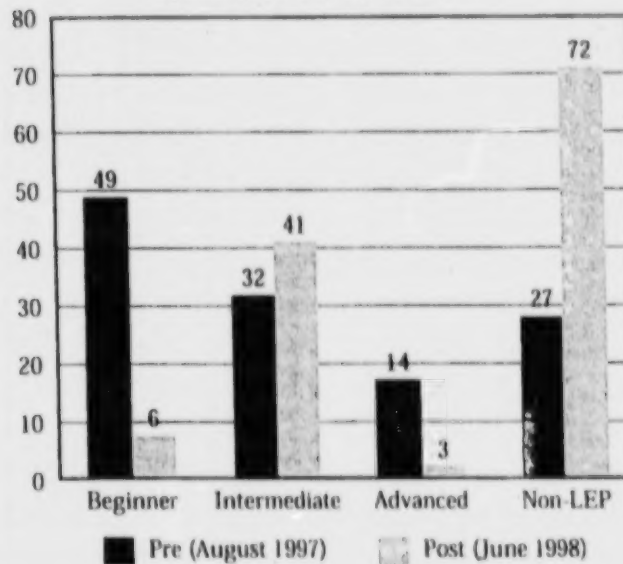


TABLE 15a:
Reduction in Number of LEP Students at Scott Elementary

1995-96	Level	Pre	Post
K	Beginner	133	97
	Intermediate	7	32
	Advanced	0	10
	Non-LEP	16	16

1998-99	Level	Pre	Post
3rd	Beginner	49	6
	Intermediate	32	41
	Advanced	14	3
	Non-LEP	27	72

The data above documents a reduction in the number of LEP students reported in the Beginner level, from 133 (pre test) in Kindergarten in 1995-96 to 6 (post test) in 1998-99 in Grade 3 during a four-year period. Conversely, the numbers for Intermediate levels increased from 7 (pre test) in Kindergarten to 41 (post test) in Grade 3, with the most notable increase of 16 (Non-LEP in pre test) in Kindergarten to 72 (Non-LEP in post test) in Grade 3. Although these may not all be the same students tested in 1995-96 and 1998-99, the data show a trend of significant progress given the reduction of numbers from the Beginner level to the Non-LEP level at the Scott Campus. This trend supports a finding of a pattern of definite progress in response to the research question of the study pertaining to LEP students' performance on oral proficiency tests.

Test data available at the other six study sites, though not reflected in the data above, indicate a similar trend of progress from one year to the next for the same four years. For purposes of reliability of LEP student oral language performance, test results (pre/post) that were not within the same school year are not shown.

Individual Campuses

In the section that follows, the student performance for each of the individual campuses is reviewed. Because of the limitations of the Family Education Right to Privacy Act (FERPA) and the loss of students from the original cohorts, many of the analyses that were conducted by combining students into a group will not be conducted for each individual campus. Some of the demographic data are from the 1998 Academic Excellence Indicator System (AEIS), the most recent report available as of the publication date of the study. The reader is reminded that small numbers of students can make data analysis unstable. Observations provided herein are only for the 1995 cohort, although the patterns for the 1994 Cohort are generally similar to the 1995 cohort, yet exhibit considerable variability due to small numbers of students. Information through Grade 5 is tracked for the overall campus. This means that the 1994 cohort is embedded in this group. It is important to note that on the average, 58 percent of the student body is currently LEP. Consequently, the population of these schools, considering the numbers of students exiting the LEP classification, consists almost entirely of LEP or former LEP students.

Brownsville ISD: Josephine Castañeda Elementary (031-901-115)

Castañeda Elementary has received a "Recognized" accountability rating for four of the last five years, earning a rating of "Exemplary" in 1998. Ninety-eight percent of Castañeda's students were classified as economically disadvantaged, higher than the other study campuses, and 68 percent of the students were classified as LEP, also above the group average. Per-pupil expenditures were listed as far above the average for the group. This does appear to be an anomaly as the reported expenditure for instruction in the 1998-99 AEIS report was about \$2,000 more than had been reported in prior years. The campus size was the smallest of the group. Castañeda had a higher retention rate in Grade 1 than the average of the other study campuses but in line with the state average. Experience of teachers in bilingual education in this campus ranked 2nd of 7 study campuses.

The percentage of students that take the TAAS test directly affects TAAS performance. This campus reported TAAS participation in 1998 equal to the study group. By 1999, the percent tested had declined to the lowest of the study group, almost eight points lower. The percentage of students included in the accountability group (which considers exemptions and absences) was about equal to the study group campuses in 1999.

The percentage of students in Grade 5 passing the TAAS reading test in 1999 for the overall campus was 86 percent, significantly greater than the TEA comparison campus group (78 percent) but below the study group average of 90.5 percent. Performance declined over the grade levels from Grade 3 in 1997 to Grade 5 in 1999. One hundred percent of students passed the reading test in Grade 3. For these third graders (tracked as a group over time) 94 percent of them passed in Grade 4, and 86 percent passed when they were in Grade 5. The percentages of students passing reading in the study campuses as a group actually increased from Grade 3 (90.3 percent) to Grade 4 (95.0 percent) before declining to approximately the same level as this campus in Grade 5. The TEA comparison campus group exhibited a similar performance pattern as the study schools. For this campus, the percentages of students passing reading for students included in the accountability group, which is combined across all grade levels, increased slightly from 86.1 to 88.5 percent from 1998 to 1999.

There were not enough students to show a separate report on the numbers identified for one year, two years, three years, etc. The pattern of performance, based on the number of years students are identified as LEP, is similar to that found with the overall group of study campuses. While the percentage of students passing reading in 1998 in Grade 3, for the overall campus, declined slightly from 87 to 86 percent in 1999 in Grade 4, the cohort of students identified as LEP for the same time period increased from 80 percent to 93.3 percent.

Mastery of all objectives in reading showed a similar decline in performance for students as a group progressing from Grade 3 (1997) to Grade 5 (1999). In this case, however, performance by Grade 5 had declined from 83 percent of students mastering all objectives (Grade 3) to 41 percent. Mastery for each objective in Grade 3 was generally higher than the comparison campus group on all objectives, but by Grade 5, performance was lower than the comparison group for Summarization, Relationships and Point of View and had fallen behind the other study campuses. While passing rates increased for the cohorts, as opposed to the overall campus, mastering all objectives declined from 53.3 percent in Grade 3 to 33.3 by Grade 4.

There was a slight decline in the percentage of students for the overall campus passing mathematics, from 97 percent in 1997, Grade 3, to 94 percent in 1999, Grade 5. These passing rates are higher than the TEA comparison campus group. The comparison group's passing rate increased from 80 percent in 1997 (Grade 3) to 89 percent passing in Grade 5 in 1999. The percentage of students in the accountability subset declined slightly from 91.6 percent in 1998 to 90.5 percent in 1999. Similar to reading, the percentage of students mastering all objectives in mathematics declined. Castañeda Elementary continued to document higher passing rates than the TEA comparison campus group. For the 1995 cohort, the percentage of students passing mathematics declined from 87.5 percent in 1998 in Grade 3 to 80 percent by Grade 4. Similarly, the percentages of students mastering all mathematics objectives declined from 37.5 percent in Grade 3 to 33.3 percent by Grade 4.

San Benito ISD: La Encantada Elementary (031-912-112)

La Encantada Elementary was rated "Recognized" for four of the last five years, earning a rating of "Exemplary" in 1998. Ninety-six percent of La Encantada's students were classified as economically disadvantaged, slightly higher than the other study campuses, except for Castañeda Elementary. Fifty-one percent of the students were identified as LEP. This percentage is lower than the study group's average. Per-pupil expenditures were below the average for the group, while the campus size was the second smallest of the group. La Encantada had a reported retention rate of zero in Grade 1. Prior data indicated a retention rate of about five-percent. Experience of teachers in bilingual education for this campus ranked 3rd of 7 study campuses.

TAAS participation, which can directly affect TAAS performance, was higher (100 percent in 1998) than any other campus in the group. The TAAS participation rates declined to 78.8 percent by 1999, below the study group. The percentage of students included in the accountability group, which considers exemptions and absences, was only slightly below the study group in both 1998 and 1999.

The percentage of students in Grade 5 passing the TAAS reading test in 1999 for the overall campus was 83 percent, greater than the TEA comparison campus group (75 percent), but lower than the study group average (90.5 percent). Performance declined over the grade levels from Grade 3 in 1997 to Grade 5 in 1999. Ninety-one percent of students passed reading in Grade 3. For these third graders tracked as a group over time, performance increased to 93 percent in the Grade 4, but then declined to 83 percent rate in Grade 5. The percentage of students in the study campuses as a group actually increased from Grade 3 to Grade 4 before declining to approximately the same level in Grade 5. The TEA comparison group exhibited the same pattern of increase and decline as the study schools. In other words, this campus exhibited the same pattern as the other groups, but decreased more than the other study campuses. When campus performance was limited to the accountability group, which is combined across all grade levels, the percentage of students passing increased from 75.0 to 85.6 percent from 1998 to 1999. At the same time, the number of students counted in the accountability subset declined by ten percentage points over the same time period. It is estimated that the percentages of students included the accountability subset also decreased by the same amount, possibly accounting for some of this performance gain.

There are not enough students for a separate report on students identified for one year, two years, three years, etc. The pattern of performance based on the number of years students are identified as LEP is similar to that found with the overall group of study campuses. While the overall campus accountability subset increased by ten points from Grade 3 to Grade 4, the cohort of students classified as LEP increased from 58.3 percent to 93.3 percent at some point. Closer examination of the testing pattern of the cohort for this campus reveals that the campus went from 100 percent of special education students tested in 1998 to 11 percent (1995 cohort) in 1999. Because these students' scores were very low (about 11 percent passed), this alone accounts for a significant gain for the 1995 cohort. Removing special education from the computations indicated a gain for the cohort but somewhat short of the numbers in the initial computation. This large decline in special education students being tested was not typical of the study campus group.

Mastery of all objectives in reading showed a large decline in performance for students as a group progressing from Grade 3 to Grade 5. Performance by Grade 5 had declined from 61 percent mastering (grade 3) to 20 percent. While starting out in Grade 3 twenty points higher than the TEA comparison group, performance on mastering all objectives had fallen to four points below the comparison campus group by Grade 5. Mastery for each objective in Grade 3 was generally lower than the comparison group. It had increased by Grade 5 performance to at or above the comparison campus group for all objectives, except word meaning. These findings must be considered, in light of the change in the number of students tested.

There was a decrease, followed by an increase, in the percentage of students passing mathematics. In Grade 3, 89 percent passed in 1997, 83 percent passed in 1998 in Grade 4, and up to 100 percent passed in Grade 5 in 1999. These passing rates are higher than the TEA comparison campus group, except in 1998, where the passing rates were lower by only two points. The percentage of students in the accountability subset passing mathematics increased from 78.3 percent in 1998 to 90.6 percent in 1999. Similar to reading, the percentage of students mastering all objectives in mathematics dropped, but not quite so dramatically. La Encantada Elementary did continue to perform at a higher rate than the TEA comparison group. For the 1995 cohort, the percentage of students passing mathematics increased from 70.8 percent in 1998 in the Grade 3 to 93.3 percent by Grade 4. The percent of students mastering all mathematics objectives showed a small increase from 29.0 percent in Grade 3 to 33.3 percent by Grade 4.

Socorro ISD: Campestre Elementary (071-909-104)

Campestre Elementary has been rated as "Recognized" for the last two years and rated as "Exemplary" in the two prior years. Campestre was also rated as "Recognized" in 1995. Eighty-nine percent of Campestre's students were classified as economically disadvantaged, slightly below the other study campuses. Seventy-six percent of the students were classified as LEP, above the group average. Per-pupil expenditures were almost \$600 below the average for the group, while the campus size was the largest of the group. Campestre had a retention rate in Grade 1 above the average for the last two years; Prior to that time, it was about equal to the average of the other campuses. Experience of teachers in bilingual education for this campus ranked 4th of 7 study campuses.

TAAS participation, which can directly affect TAAS performance, was very close to the study campus group average in 1998, increasing to considerably above the group average in 1999. It also exceeded the state average in 1999. The percentage of students included in the accountability group, which considers exemptions and absences, was similar to the study campus group.

The percentage of students in Grade 5 passing the TAAS reading test in 1999 for the overall campus was at 92 percent, much greater than the TEA comparison campus group at 73 percent and slightly above the study group average of 90.5 percent. While most campuses in this study and across the state showed a decline from Grade 3 to Grade 5, this campus showed only a small change. One hundred percent of students passed in Grade 3, and this group of students held their passing rate at 99 percent rate in Grade 4 before declining to 92 percent rate in Grade 5. The TEA comparison group for Campestre started at 73 percent passing, increased to 85 percent and then declined to 73 percent passing again in Grade 5 in 1999. In other words, this campus exhibited the same patterns as the other groups, but did not decline nearly as much as the comparison campuses. When performance for the campus is limited to those in the accountability group, which is combined across all grade levels, the percent passing declined slightly from 94.7 percent to 90.5 percent from 1998 to 1999 on this campus. The number of students included in the accountability subset increased slightly, indicating there was no significant change in the testing inclusion patterns. It is estimated that the percent of students included in the accountability analysis remained stable, which was quite different from the statewide pattern where there was a loss of percent students included.

There are not enough students in each of the LEP classifications to report separately in a table, but the pattern of performance based on years classified was different (at least for percentages passing reading) from the overall group of study campuses. On this campus, students continuing for a fifth year in a LEP classification did not show the dramatic decline as other study campuses. While the overall campus (accountability subset) decreased from 94.7 percent to 90.5 percent, the cohort of students classified as LEP at some point also decreased from 97 percent to 93.3 percent passing.

The percentage of students mastering all objectives in reading showed a significant decline in performance for students as a group progressing from Grade 3 to Grade 5. Performance by Grade 5 had declined from 81 percent of students mastering (Grade 3) to 37 percent. While starting out in Grade 3, with almost 40 points higher than the Campestre TEA comparison campus group, the percentage of students mastering all objectives fell to fourteen points above the TEA comparison group by Grade 5. Returning to the pattern previously seen across the study and external campuses, there was a definite decline in performance for students classified as LEP for five or more years. Grade 3 mastery rates for each objective were generally higher than the TEA peer group. The advantage not only held, but also increased slightly by Grade 5. Scores for the Word Meaning objective were lower than the other objectives.

There was a decrease in the percentage of students passing mathematics. For Grade 3, 99 percent of the students passed in 1997, 98 percent in 1998 in Grade 4 and 92 percent in Grade 5 in 1999. These passing rates are higher than the TEA comparison campus group, except in 1998 (lower by two points.) The percent of students in the accountability subset passing mathematics declined slightly from 95.1 percent in 1998 to 87.3 percent in 1999. Similar to reading, the percentage of students mastering all objectives in mathematics dropped. For the 1995 cohort, the percentage

of students passing mathematics decreased from 97 percent in 1998 in Grade 3 to 91.8 percent by Grade 4. Similarly, the percent of students mastering all mathematics objectives decreased from 52.2 percent in Grade 3 to 32.8 percent by Grade 4.

Hidalgo ISD: Kelly Elementary (108-905-102)

Kelly Elementary was rated as "Exemplary" for the last two years, followed by three years rated as "Recognized." Ninety-eight percent of Kelly's students were classified as economically disadvantaged, a higher percentage than the other study campuses and 79 percent of the students were classified as LEP, a considerably higher percentage than the study campuses' group average. Per-pupil expenditures were slightly above the average for the group. The campus size was the second largest of the group. Kelly had a retention rate in Grade 1 equal to the average of the other campuses. Experience of teachers in bilingual education in this campus ranked 7th of 7 study campuses.

TAAS participation, which can directly affect TAAS performance, was above the study campus group average in 1998 but declined to below that average in 1999. The percentage of students included in the accountability group, which considers exemptions and absences, was; however, below the remainder of the group. Based on the percentage of economically disadvantaged and tested students, and teacher experience, it might be anticipated that this campus' performance would be similar to or above the other campuses in the study group.

The percentage of students in Grade 5 passing the TAAS reading test in 1999 for the overall campus was 89 percent, greater than the TEA comparison campus group at 77 percent and basically equal to the study group average of 90.5 percent. While most campuses in this study and across the state showed a decline from Grade 3 to Grade 5, this campus showed a gain, although with some unevenness across the grades. Seventy percent of students passed in Grade 3. This group of students not tracked individually dramatically increased their passing rate to 95 percent rate in the Grade 4 before declining to 89 percent in Grade 5. The Kelly TEA comparison campus group started at 78 percent passing, which is higher than Kelly, increased to 87 percent, then declined to 77 percent passing again in Grade 5 in 1999. This campus exhibited some of the same patterns as the other groups; however, it actually showed a real gain over the grade levels as compared to the comparison campuses. When performance for the campus was limited to those in the accountability group, which is combined across all grade levels, the percent passing increased significantly from 76.6 percent to 91.6 percent from 1998 to 1999 on this campus. The number of students included in the accountability subset; however, decreased by fifteen percentage points.

A portion of this increase in performance might be attributable to this change in numbers. This decline is greater than expected from the state level. In addition, an examination of the special education students in the original cohort indicates no appreciative change in the testing pattern. Another explanation not available in the current data must be determined for this decline. Possibilities include special education exemptions not included in the original cohort, or an increase in LEP exemptions at grade levels outside of the original cohort.

There were not enough students in each of the LEP classifications to report the number of students identified as LEP for one year, two years, etc. While the overall campus accountability subset increased from 77 percent to 92 percent, the cohort of students classified as LEP at some point also increased at about the same pace, increasing from 76.5 percent to 89.6 percent passing.

The percentage of students mastering all objectives in reading showed a significant increase for students as a group progressing from Grade 3 to Grade 5. Performance by Grade 5 had increased from 25 percent (Grade 3) to 40 percent mastering in Grade 5. Although the students in Kelly started performing much lower than students in the other study campuses and in the comparison group, their performance has increased over time, while performance by the others declined. The pattern previously seen across the study and external campuses is still evident. There was a definite decline in performance for students classified as LEP for five or more years. Grade 3 mastery rates for each objective was generally equal to the TEA peer group. The advantage not only held but also increased considerably by Grade 5. As did many of the campuses in this study, the performance in the Word Meaning objective at this campus was lower than that of the other objectives.

There was an increase in the percentage of students passing mathematics. Grade 3 performance was 87 percent passing in 1997, 96 percent in 1998 in Grade 4 and 99 percent passing in Grade 5 in 1999. These passing rates are higher than the TEA comparison campus group. According to TEA, the percent of students in the accountability subset passing mathematics increased from 79.4 percent in 1998 to 97.5 percent in 1999. Mastering all objectives in mathematics dropped similar to reading but not quite so dramatically. Kelly did continue at a higher rate than the TEA comparison group. For the 1995 cohort, the percentage of students passing mathematics increased from 76.3 percent in 1998 in the Grade 3 to 100 percent by Grade 4. The percent of students mastering all mathematics objectives increased from 35.3 percent in Grade 3 to 41.4 percent by Grade 4.

Pharr-San Juan-Alamo ISD: Bowie Elementary (108-909-101)

Bowie Elementary has been rated "Exemplary" for the last three years, increasing from "Recognized" in 1996 and from "Acceptable" in 1995. Eighty-four percent of Bowie's students were identified as economically disadvantaged, a significant number below the other study campuses but above the state average. Thirty-two percent of the students were classified as LEP, a percent below the group average but above the state average. Per-pupil expenditures were about \$200 more than the average for the group, while the campus size was about equal to the average for the group. Bowie had a retention rate in Grade 1 slightly below the average of the other study campuses. Experience of teachers in bilingual education in this campus ranked 6th of 7 study campuses.

TAAS participation was about equal to the study campus group and their TEA comparison campus group in 1998. By 1999, the percent tested was above the study group. The percent included in the accountability group, which considered exemptions and absences; however, was higher than the remainder of the group. Based on the percentage of economically disadvantaged and tested students and teacher experience, it might be anticipated that this campus' performance would be higher than the other campuses in the study group.

The percentage of students in Grade 5 passing the TAAS reading test in 1999 for the overall campus is 98 percent, much greater than the TEA comparison campus group at 81 percent and significantly above the study group average of 90.5 percent. While most campuses in this study and across the state show a decline from Grade 3 to Grade 5, this campus showed an increase each year. Eighty-eight percent of students passed in Grade 3. This group of students increased

their passing rate to 96 percent in Grade 4 before increasing again to a Grade 5 level of 98 percent passing. The TEA comparison campus group started at 75 percent passing, increased to 84 percent and declined to 81 percent passing in Grade 5 in 1999. This campus did not follow the pattern for most campuses and for the state that showed an increase followed by a decline. The Bowie campus increased its performance each year. When performance for the campus is limited to those in the accountability group, which is combined across all grade levels, the percent passing increased from 91.5 percent to 95.8 percent from 1998 to 1999 on this campus. The number of students included in the accountability subset increased by 15 percent, indicating there was no significant downward change in the percentage of students tested. These data suggest that the percent of students included in the accountability analysis increased. This differs from the statewide pattern where there was a percentage in loss of students included in the accountability subset.

There were not enough students in each of the LEP classifications to report separately in a table. The pattern of performance based on the number of years classified as LEP was different, at least for the percentage of students passing reading, from the overall group of study campuses. On this campus, students continuing for a fifth year in a LEP classification did not show the dramatic decline in performance as other study campuses. While the overall campus (accountability subset) increased from 91.5 percent to 95.8 percent, the cohort of students classified as LEP at some point also increased from 81.5 percent to 93.3 percent passing, similar to the overall campus.

The percentage of students mastering all objectives in reading slightly declined for students as a group progressing from Grade 3 to Grade 5. Performance by Grade 5 had declined from 58 percent mastering (Grade 3) to 51 percent. While starting out in Grade 3 about 13 points higher than the TEA comparison campus group, performance on mastering all objectives, while declining, had increased over the TEA comparison campus group to 22 points by Grade 5. While Bowie started out below the average performance of the other study campuses in Grade 3, performance was about equal by Grade 5 in both passing and mastering all objectives. Even with this high level of performance, the decline in performance for students classified as LEP for a fourth and fifth year was still evident. This pattern was very consistent. Mastery of each objective was very high and increased across each year and grade level. As did many of the campuses in this study, the performance in the Word Meaning objective at this campus was lower than that of the other objectives.

There was also an increase in the percentage of students passing mathematics. For Grade 3, 90 percent of students passed in 1997, 88 percent in 1998 in Grade 4 and 98 percent passed in Grade 5 in 1999. These passing rates are higher than the TEA comparison group. The percentage of students in the accountability subset passing mathematics increased from 89.8 percent in 1998 to 94.8 percent in 1999. In mastery, the percent of students mastering all objectives declined from 56 percent in Grade 3 to 40 percent by Grade 4. Mastery increased to 70 percent in Grade 5 in 1999. This level of performance is higher than the TEA comparison campus group that had 34 percent passing in Grade 3 in 1997, 30 percent in Grade 4 in 1998 and 28 percent passing in Grade 5 in 1999. For the 1995 cohort, the percentage of students passing mathematics remained consistent at 93.8 percent passing in Grade 3 in 1998 and Grade 4 in 1999. While the study cohort of students did not quite meet the level of performance of the overall Bowie Campus in mastering all mathematics objectives, they did increase from 43.8 percent in Grade 3 to 50.0 percent in Grade 4.

Pharr-San Juan-Alamo ISD: Clover Elementary (108-909-105)

Clover Elementary has been rated as "Exemplary" for the last two years. The two previous years it was rated as "Recognized." Clover was rated as "Acceptable" in 1995. Ninety-one percent of Clover's students were classified as economically disadvantaged, slightly below the percent for the other study campuses. Forty-one percent of the students were classified as LEP, considerably less than the group average but greater than the state average. Per-pupil expenditures were higher than the average for the group while the campus size was lower than the group. Clover had a retention rate in Grade 1 equal to the average of the other campuses in prior years. The campus reported a zero rate of retentions in the 1998-99 AEIS report. Experience of teachers in bilingual education in this campus ranked 1st of 7 study campuses.

TAAS participation was below the study campus group and the TEA comparison campus group in 1998 and in 1999. The percentage of students included in the accountability group, which considers exemptions and absences, was equal to the study campus group. Based on the percentage of economically disadvantaged and tested students and teacher experience, it might be anticipated that this campus' performance would be very close to the other campuses in the study group.

The percentage of students in Grade 5 passing the TAAS reading test in 1999 for the overall campus was at 95 percent, much greater than the TEA comparison campus group at 81 percent and above the study group average of 90.5 percent. While most campuses in this study and across the state showed a decline from Grade 3 to Grade 5, this campus showed a slight increase. Ninety-three percent of students passed in Grade 3 and this group of students, not tracked individually, held their passing rate at 93 percent rate in the Grade 4 before increasing to 95 percent rate in Grade 5. The TEA comparison group started at 75 percent passing in Grade 3, increased to 87 percent in Grade 4 and then declined to 81 percent passing in Grade 5 in 1999. This campus did not exhibit the same patterns as the other groups or the state averages. When performance for the campus is limited to those in the accountability group, which is combined across all grade levels, the percent passing increased from 85.5 percent to 94.3 percent from 1998 to 1999 on this campus. The number of students included in the accountability subset experienced a significant decline of 33 percent.

There were not enough students in each of the LEP classifications to report separately in a table. There were very few students left out of the original cohort. Information cannot be reported for the LEP and former LEP students. Only the overall campus information can be included.

The percentage of students mastering all objectives in reading showed a significant decline in performance for students as a group progressing from Grade 3 to Grade 5. Performance by Grade 5 had declined from 63 percent mastering (Grade 3) to 27 percent. In Grade 3, performance was about 17 points higher than the TEA comparison campus group on mastering all objectives. Performance declined to one point below the comparison group by Grade 5. In Grade 3, mastery for each objective was generally higher than the TEA comparison group. As did many of the campuses in this study, the performance in the Word Meaning objective at this campus was lower than that of the other objectives.

The percentage of students passing mathematics remained generally high over the grade levels. For Grade 3, 98 percent passed in 1997, 91 percent in 1998 in Grade 4 and 98 percent passed in Grade 5 in 1999. These passing rates are higher than the TEA peer group. The percentage of students in the accountability subset passing mathematics rose from 90.0 percent in 1998 to 95.3 percent in 1999. Although mastery in all objectives in mathematics declined slightly from 65 percent to 59 percent, Clover did continue to perform at a higher rate than the TEA comparison group.

Roma ISD: Scott Elementary (214-903-103)

Scott Elementary has been rated as "Exemplary" for the last five years. Ninety-three percent of Scott's students were classified as economically disadvantaged, equal to the other study campuses. Ninety percent of the students were classified as LEP, a percent above the group average. Per-pupil expenditures were below the group average in 1998. The campus size was below that of the study group. Scott had a retention rate in Grade 1 equal to the average of the other campuses. Teachers on this campus had a slightly lower average level of experience than the remainder of the group of study campuses. Experience of teachers in bilingual education for this campus ranked 5th of 7 study campuses.

TAAS participation, which can directly affect TAAS performance, was below the study campus group average in 1998. The percentage of students included in the accountability group, which considers exemptions and absences, was lower than the group in 1998 and in 1999. Based on the percentage of economically disadvantaged students on this campus, the percentage of students tested and teacher experience, it was anticipated that this campus' performance would be higher than the other campuses in the study group. Scott Elementary performance was previously explained in this section.

APPENDIX A

Scope of the Study, Research Design and Methodology

Scope of the Study

This Successful Schools Study was conducted to examine the significant features of successful school programs for limited English proficient (LEP) students as evidenced by the 1995-1996, 1996-1997 and 1997-1998 results of the Texas Assessment of Academic Skills (TAAS), the state of Texas accountability measures for Grades 3-8 and Grade 10. The Texas Education Agency (TEA) identified the seven school sites from a previous study of 26 high achieving and high poverty schools by the Charles A. Dana Center at the University of Texas in Austin, as noted in the Origins of the Successful Schools Study section of this document. These schools had over 40 percent LEP student enrollment and zero exemptions for LEP students on the TAAS test during the test administration in May 1997. Based on overall student performance, including the LEP students' performance on the TAAS test, the study sites were designated as either "Recognized" or "Exemplary" schools by the Texas Education Agency School Accountability System for each of the three years included in the Successful Schools Study.

The Texas Accountability System relies on three base indicator standards to rate school districts and campuses. The standards include: 1) TAAS scores [Grades 3-8 and Grade 10]; 2) Attendance Rates [Grades PreK-12], and 3) Dropout Rates [Grades 7-12]. Since the seven schools in the Successful Schools Study are elementary campuses, only the TAAS scores for Grades 3-5 and the attendance rates applied for the campus ratings. In order for a campus or district to receive a rating of "Exemplary," at least 90 percent of all students in each subgroup must pass each required section of the TAAS and have an attendance rate of 94 percent or better. The subgroups included in the system for rating districts and campuses are African American, Hispanic, White and Economically Disadvantaged.

For a campus or district rating of "Recognized," at least 80 percent of all students on campus, as well as, students in each subgroup, must pass each section of the TAAS and have an attendance rate of 94 percent or better. In 1996-97, the requirement for students to pass each section was 75 percent. For a rating of "Academically Acceptable" in 1997-98, 40 percent of all students and students in each subgroup had to pass each section of the TAAS and have an attendance rate of 94 percent or better.

The TAAS is a criterion-referenced test used for the accountability system for Texas public schools. Annually in the spring, the test is administered in Grades 3-8, and Grade 10 (exit-level). For LEP students participating in a bilingual education program in Grades 3-5, the TAAS tests may be administered in either Spanish or English as may be determined by a Language Proficiency Assessment Committee (LPAC) at each campus. Although Spanish TAAS results were not included in the ratings of school districts and campuses by TEA, during the three-year period targeted by the study, for purposes of the study all data regarding LEP student performance are based on both English and Spanish tests taken. The subject areas of the TAAS tests used in assigning the ratings are:

- ❖ Reading (administered in Grades 3-8, and Grade 10)
- ❖ Mathematics (administered in Grades 3-8, and Grade 10)
- ❖ Writing (administered only in Grades 4 and 8, and Grade 10)

In addition to student performance on the TAAS tests over the three-year period, the Successful Schools Study was designed to address specific research questions that delved into demographics, effective practices in use and characteristics of the seven study sites and the educational background and experience of educational personnel assigned to the LEP population. The research questions addressed by the Successful Schools Study were:

- ❖ What are the campus demographics?
- ❖ What are the patterns of the students' performance on language proficiency assessments?
- ❖ What is the LEP, former LEP and Non-LEP students' (Grades 3-5) academic performance as measured by state assessments?
- ❖ What are the district leadership practices that facilitate academic and linguistic growth/success for language minority students?
- ❖ What are the campus leadership practices that facilitate academic and linguistic growth/success for language minority students?
- ❖ What are the characteristics of the teaching staff that facilitate academic and linguistic growth/success for language minority students?
- ❖ What are the effective teaching practices that facilitate academic and linguistic growth/success for language minority students?
- ❖ What are the characteristics of parents and parental involvement on the seven campuses?
- ❖ What are the characteristics of program(s) serving language minority students?
- ❖ What is the relationship between campus practices and theory?

Research Design and Methodology

In researching the characteristics of the seven successful schools, the study primarily employed descriptive methods within a multiple operations design. Descriptive approaches, in the literal sense, describe situations or events. Within the framework of the multiple operations design, these methods do not necessarily seek or explain relationships, test hypothesis, or make predictions, although research aimed at these more powerful purposes may incorporate descriptive methods (Tashakkori & Teddlie, 1998; Isaac & Michael, 1981). The uniqueness of these approaches are in line with the recommendation from the National Academy of Education (1999), calling, "for new forms of research organization that are focused on practice and on engaging researchers and practitioners together in problem solving and theoretical analysis" (p. 11). An example of the first uses of multiple operations, in the evaluation of LEP students and bilingual programs, is found in Seidner and Balasubramonian (1987). Further elaboration on study approaches utilized are available by contacting the Program Evaluation Unit in the Office for the Education of Special Populations at the Texas Education Agency.

The methodology used for the Successful Schools Study is a multiple operations framework that presents, and as appropriate, clarifies data outcomes. When more than one method is used, there is greater potential for credibility in comparing and confirming findings. The study approaches to data collecting and analyses of data were both qualitative and quantitative. The qualitative approach to data is typically used to answer questions about the nature of the phenomena with the purpose of describing the phenomena for understanding from the participants' point of view (Lincoln & Guba, 1998; Patton, 1980). Researchers, who utilize qualitative approaches, may regard their task as, "coming to understand and interpret how the various participants in a social setting construct the world around them." (Glesne & Peshkin, 1992). From a quantitative perspective, the study utilized descriptive statistical application including counts, percentages, various graphic and tabular displays, measures of central tendency and variability.

Focusing on the qualitative approaches to date included the review of agency and campus documents, as well as teacher, principal and parent interviews and the conduct of classroom observations in an attempt to provide a holistic view of what is being studied. These approaches also included the following methods and protocols:

- ❖ a teacher questionnaire and interviews
- ❖ interviews of campus administrators (principals) at each of the seven study sites
- ❖ interviews of district administrators in charge of the district bilingual education program at each of the study sites
- ❖ parent interviews at each site
- ❖ on-site classroom visits
- ❖ multiple campus case studies

Questionnaires

Part of the methodology used in the Successful Schools Study consisted of an individual teacher questionnaire to collect information regarding teacher characteristics and program features. The questionnaire was completed by teachers of record assigned to work with the LEP student population at each of the seven campuses (study sites) as determined by the campus principals. When analyzed, the results of the questionnaire indicated there were 101 teacher respondents. Since campus principals determined which teachers were to complete the questionnaire, information was not available to identify the total number of teachers at each of the seven study sites.

The Program Evaluation Unit designed the teacher questionnaires and interviews in the Office for the Education of Special Populations at TEA. The teacher questionnaires were field tested in the fall of 1998 by TEA's administrator in charge of the Successful Schools Study. As a result of the field testing, the research team revised and expanded the number of questions on the teacher questionnaire. The questionnaires included multiple choice, yes/no, open-ended and Likert-type questions. In March 1999, an orientation session was held at the Region I Education Service Center in Edinburg, Texas. The orientation session allowed the TEA study administrator and the research team to meet with central office administrators, principals and lead teachers from six of the seven study sites to discuss the study protocols to be used and the procedures for the campus visits. The research team leader also discussed the responsibilities for the campus principals during campus visits during this meeting. TEA's study administrator explained the forms for collection of data regarding academic progress of students in the bilingual education programs and the methodology for data collection of the Texas Teacher Appraisal System (TTAS) for 1996-97 and the Professional Development and Appraisal System (PDAS) for 1997-98 performance of the teachers at the schools. One principal was unable to attend and was informed of the protocols and procedures by mail.

Teacher questionnaires were sent to the campus principals to distribute to teachers of record assigned to work with the LEP student population at each of the seven campuses two weeks in advance of on-site visits. Selection of each teacher to complete the questionnaire was made by the principals at each study site. The campus visits were conducted during March, April and May 1999 by the research team. The on-site visits by the research team to the Bowie and the Clover campuses in the Pharr-San Juan-Alamo Independent School District were observed by TEA's study administrator to ensure that the visits adhered to the study procedures. The teacher questionnaires were completed individually prior to the on-site visits and submitted to the member(s) of the research team during the on-site interviews. Interviews of campus principals were conducted during the on-site visits by members of the research team at each study site.

The research team relied exclusively on the responses of teachers who indicated that they were assigned to the bilingual education program for at least two of the three years targeted by the study, in addition to the 1998-99 school year when the visits were conducted. This ensured study consistency in that every teacher included in the study had taught the LEP student population for at least three years.

Of the 65 items on the questionnaire, 16 items pertained to grade level assignments, ethnicity and gender. Fourteen items were used to report on the teacher characteristics across the seven study sites and 35 items were used to report on program features and practices. The remaining 35 items were divided into three categories, i.e., Assessment Features (8), Instructional Practices (13) and Implementation Practices (14). Additionally, nine open-ended questions were administered to teachers using a modified *Delphi-type* approach. This method allowed teachers to concentrate on probes for longer periods of time, and encouraged their participation.

Data collected through questionnaires were analyzed by the research team to obtain descriptive statistical outcomes. To calculate these data outcomes, the response format was based on an assigned score associated with each of the Likert-type questions as follow:

- ❖ All of the Time answers were assigned a value of 5
- ❖ Most of the Time answers were assigned a value of 4
- ❖ Some of the Time answers were assigned a value of 3
- ❖ Rarely answers were assigned a value of 2
- ❖ Never answers were assigned a value of 1

The yes/no/uncertain responses were treated in a different manner, as were the responses to the open-ended questions, since they were not on a scale basis. These responses are presented by numbers and percentages in the case of yes/no/uncertain responses and summarized with succinct statements for the open-ended questions in each of the campus case studies.

A calendar for the school visits was developed in consultation with the campus principals as follows:

March 11-12	Visit Castañeda Elementary in Brownsville ISD in Brownsville, Texas
April 14-15	Visit Campestre Elementary in Socorro ISD in El Paso, Texas
April 29-30	Visit Scott Elementary in Roma ISD in Roma, Texas
April 29-30	Visit Kelly Elementary in Hidalgo ISD in Hidalgo, Texas
May 04-05	Visit Clover Elementary in Pharr-San Juan-Alamo ISD in San Juan, Texas
May 04-05	Visit Bowie Elementary in Pharr-San Juan-Alamo ISD in Pharr, Texas
May 06-07	Visit La Encantada Elementary in San Benito CISD in San Benito, Texas

Prior to the visits, principals were mailed the teachers' questionnaire according to the designated schedule for each campus. Teachers were instructed to complete and give the questionnaire to members of the research team who collected them during the on-site visit. At least two members of the research team were present at each school site during the two-day visit to the study sites, with the exceptions of Clover Elementary and Bowie Elementary. At these two sites, the research team was expanded to five members to conduct the visits and collect all data in one day at each location as requested by the campus principals. The one-day visits were considered to be less disruptive as schools made preparations to close a school year.

Every effort was made to conduct the on-site visits in accordance with the procedures outlined. At most of the study sites, the most difficult aspect of the visits was the scheduling of the interviews with the district administrators in charge of the Bilingual Education Program because of other district responsibilities. The excellent cooperation by these administrators allowed all interviews to be conducted as part of the visits.

Interviews

Interviews were held with the district leadership, school administrators, teachers and a significant number of the parents of the LEP students at all of the study sites. School administrator interviews, using the study interview protocol, were held for about one hour, usually at the beginning of the campus visit. Most teacher interviews were held during the school day, with the campus principals arranging for teacher aides, other teachers not on duty, and volunteer parents to oversee the classrooms while the teachers were interviewed by the research team. At two schools, the teacher interview sessions were held after school. Each interview consisted of reviewing the teacher questionnaire's open-ended questions, and clarifying any concerns that the teachers had about the study questions. Generally, teacher interviews were held for about one hour to one and a half-hours.

Parent interview sessions were conducted in a group setting at all of the seven school sites. Parents were selected from a list provided by the principal. The list included members of the Site Based Campus Team or the Parent-Teacher Association/Organization. A parent interview protocol was administered in English and in Spanish as appropriate; however, most of the interviews were conducted in Spanish. Parent interview sessions lasted for one hour to one and a half-hours.

On-Site Visits

Classroom visits were conducted in almost all classrooms in all of the seven study sites. The classroom observation visit consisted of one research team member visiting in a classroom for approximately 20-30 minutes. The member scripted observations or wrote anecdotes of activities in the classroom that impacted the learning of language minority students. Assigned teachers of record for the LEP population and non-assigned teachers for the LEP population were visited in their classrooms. Observation focused on the instruction of the cognitive, affective and linguistic needs of LEP students. Pursuant to conducting a visit each day, members of the research team convened to share and validate significant features and practices observed that could impact the success of the LEP students. School visits, classroom visits and all interview sessions were very pleasant and well received by all the participants. Administrators (district and campus), teachers and parents were willing to share their responses candidly and openly.

Case Studies

Case studies analyze the phenomenon of each case in its natural context, i.e., that which is actually occurring, including the point of view of the participants. In case studies, the researchers spend an extended period of time on site with the research participants. A substantial amount of data is gathered from a wide variety of sources to present a description of the phenomenon or experience from the perspective of the participants (Leedy, 1997). If similar themes are noted in data collection from the different sources, the credibility of the interpretations is enhanced. This multiple case study research explored the characteristics of the district leadership in providing support for bilingual education at the campus level for the campus administrators, for the teachers, and for the parents whose limited English proficient students attended the seven successful schools.

Initially, the focus of the study was on the 1996-97 school year, and examined the characteristics of teachers, administrators, parents and practices that may have contributed to the success of LEP students. Subsequently, the research was expanded over a three-year period. The expansion of the study resulted in the inclusion of the 1995-96 and the 1997-98 school years to document if the success of the schools had existed previously, and if similar success continued past the 1996-97 school year. In all cases, the schools either maintained the same accountability rating or improved during the three-year period targeted by the study.

Approaches To Student Data

Quantitative approaches were used in the analyses of extensive data sets regarding student and campus academic performance of the seven study sites compared to a quasi-"control" group of external campuses and a TEA comparison campus group, consisting of 40 elementary campuses with similar demographics and grade structures. The analyses conducted relied on the identification of a cohort of students taken from the Public Education Information Management System (PEIMS) data reported to TEA over a period of up to six years. The designation of a cohort was vital to track the LEP status of each student initially coded as LEP and enrolled in a bilingual education program beginning in Kindergarten. The comparison of performance between the study cohort of LEP students and the tracking of performance as documented by academic data reported to TEA was conducted to provide credible documentation of the findings reported in the study. The comparison of LEP versus "never" LEP and "former" LEP student performance provides results of the impact on students after they have been classified LEP for three, four, five and six years. This quantitative approach was crucial in determining how many years it takes for a LEP student to become English proficient.

The multiple operations design also included methodology for appropriate statistical analyses to assess "former" LEP student performance as measured by TAAS over multiple years. The appropriateness of statistical analysis was safeguarded by the identification of a specific cohort of LEP students for the study. The cohort consisted of LEP students who were coded as both "LEP" and "Bilingual" in the PEIMS data reported for each of the seven sites for each of the years studied. Since some students were identified as LEP prior to 1995-96, it became necessary to track individual student data since 1993-94. This allowed for statistical analyses using a vertical progression model to document the number of years each LEP student was in a bilingual program. For those who exited the program, it allowed documentation of the number of years it took for the students to become English proficient, i.e., "Non-LEP."

In addition to relying on student data available from the PEIMS, LEP student performance data collected, analyzed and reported in the study were taken from the Academic Excellence Indicator System (AEIS) as reported to TEA annually. The statistical analyses focused on the performance of LEP students on TAAS at each of the seven study sites, including the length of time that LEP students remain in bilingual classrooms, the length of time that students are identified as LEP and the performance of students once they were transitioned from LEP to Non-LEP status. The multi-approach for the statistical analyses report includes:

- ❖ Original cohort analysis
- ❖ Within study campus analysis
- ❖ Performance analysis after program exit
- ❖ Analysis of TEA comparison campus group

TEA contracted with an external research team for data-gathering, conducting the on-site interviews and conducting the classroom observations, as well as the analyses and interpretations of findings presented as part of this study. TEA also contracted with a third-party consultant to develop the methods for, and conduct the statistical analyses, interpretations and findings pertaining to the former LEP student performance in the seven study sites. Detail on the multi-approach for the statistical analyses is presented in Section V of this document.

APPENDIX B

Enrollment and Teacher Statistics

Enrollment and Teacher Statistics

TABLE 16:
Ethnic Breakdown of New Enrollment (1993-94 to 1997-98)

Ethnicity	Gains in New Enrollment	Representative Percentage of Total Gains
White	32,332	11%
Hispanic	195,564	67%
African American	44,999	16%
Asian/Native American	17,143	6%
TOTAL	290,038	100%

Source: TEA: Public Education Information Management System

Table 16 shows that White students represented 11 percent of new student enrollment (290,038) from 1993-94 to 1997-98; Hispanics accounted for 67 percent of the new student growth. African American students represented 16 percent of the increase. Asian and Native American enrollments combined represented 6 percent of the growth. When considering the demographic characteristics of the student data presented in Table 16, it should be noted that minority students represented 89 percent of all new student growth in Texas public schools over the four-year period analyzed, while non-minority students represented 11 percent of new enrollment.

**TABLE 17:
Geographic Concentration of LEP Population by Education Service Center**

Region	1991-1992	1997-1998	Plus or (Minus)	Percentage	*Percentage of State Growth
1 Edinburg	**99,918	115,842	15,924	16	10.000
2 Corpus Christi	8,612	6,608	(2,004)	(23)	N/A
3 Victoria	1,777	2,696	919	52	.006
4 Houston	**80,516	129,715	49,199	61	31.000
5 Beaumont	1,531	2,567	1,036	68	.007
6 Huntsville	2,927	6,674	3,747	128	2.0
7 Kilgore	3,235	8,094	4,859	150	3.0
8 Mt. Pleasant	785	2,075	1,290	164	.008
9 Wichita Falls	489	1,142	653	134	.004
10 Richardson	**40,344	78,335	37,991	94	24.000
11 Ft. Worth	**15,643	32,463	16,820	107	11.000
12 Waco	2,253	5,853	3,600	160	2.0
13 Austin	11,144	18,092	6,948	62	4.0
14 Abilene	1,301	1,465	164	12	.001
15 San Angelo	3,008	3,695	687	23	.004
16 Amarillo	4,202	6,599	2,397	57	.015
17 Lubbock	4,950	4,873	(77)	(.015)	N/A
18 Midland	8,806	10,515	1,709	19	.011
19 El Paso	**36,932	48,267	11,335	31	7.0
20 San Antonio	**32,754	34,351	1,597	.05	.010
TOTALS	361,127	519,921	158,794	***44	100.00

Source: TEA PEIMS Fall 1991-92-1997-98

*Percentages may not equal 100 due to rounding

**Regions with highest concentration of LEP students (306,107) equal to 85 percent of state total of 361,127 LEP students in 1991-92

***Although total state growth was 44 percent overall, these same regions maintained the highest concentration of LEP students as they continued to enroll 84 percent of all new LEP students

TABLE 18:
Grade Span Distribution of LEP Student Population

Grade Spans	LEP Student Enrollment		LEP Student Increases	
	1991-1992	1997-1998	Number	Percent*
EE/EL-PreK-5	249,147	371,673	122,526	77%
MS Grades 6-8	57,301	81,729	24,428	15%
HS Grades 9-12	54,679	66,519	11,840	8%
TOTAL	361,127	519,921	158,794	100%

Source: TEA POCKET EDITION 1991-92-97-98; PEIMS Fall Data 1991-92-97-98

*Percentage is calculated by dividing total for each grade span in Number column by total for all grade spans (158,794) in same column

TABLE 19:
Ethnic Breakdown of New Teacher Increases (1993-94 to 1997-98)

Ethnicity	Gains in New Hires	Representative Percentage of Total Gains
White	17,190	61%
Hispanic	7,726	28%
African American	2,100	8%
Asian/Native American	981	4%
TOTAL	27,997	100%

TABLE 20:
Comparison of New Student Enrollment to New Teacher Increases

Ethnicity	New Enrollment Totals for 1997-1998		New Teacher Totals for 1997-1998		Difference Shortage/Surplus
	Number	Percent	Number	Percent	+/-
White	32,332	11%	17,190	61%	+55%
Hispanic	195,564	67%	7,726	28%	-39%
African American	44,999	16%	2,100	8%	-8%
Asian/Native American	17,143	6%	981	4%	+3.4%
TOTAL	290,038	100%	27,997	100%	N/A

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APPENDIX C

Staff Characteristics

Staff Characteristics

TABLE 21:
Grade Level* Assignment of Teacher Respondents

Grade Level	Number of Teachers	Percent of Teachers
PreKindergarten	9	9.7%
Kindergarten	14	15.0%
Grade 1	13	14.0%
Grade 2	22	23.7%
Grade 3	17	18.3%
Grade 4	8	8.6%
Grade 5	10	10.7%
TOTAL	93	100%

*Only teachers of record for respective grade levels responded to this item. One campus did not report a Grade 2 teacher; 3 campuses reported no Grade 4 teachers, and two campuses reported no PreK teachers

Fifty-eight (62%) of the 93 teachers that responded to the grade-level assignment item on the questionnaire indicated a response in the primary grades of PreK-Grade 2. The remaining 35 (38%) of the respondents were assigned to Grades 3-5. The reporting format of the questionnaire for this item restricted responses to teachers assigned to specific grade levels; therefore, responses do not include other teachers, e.g., resource teachers and itinerant teachers who responded to other items in the questionnaire.

TABLE 22:
Ethnicity of Teacher Respondents

Ethnicity	Number of Teachers	Percent of Teachers
Hispanic	85	91.4%
African American	3	3.2%
Caucasian (Non-Hispanic)	2	2.2%
Other	3	3.2%
TOTAL	93	100%

Since not all grade-level teachers responded, the number and percent for Hispanic ethnicity may be greater than the 85 (91.4%) shown in Table 22.

TABLE 23:
Gender of Teacher Respondents

Gender	Number of Teachers	Percent of Teachers
Female	80	79%
Male	10	10%
Missing	11	11%
TOTAL	101	100%

Responses to this item indicate that a majority (79%) of all teachers assigned to the LEP student population were female. Since 11 teachers did not respond to the item, the actual gender number and percentages may be slightly different. The results of the questionnaire indicated there were as many as 101 teachers who completed it, once participation in the bilingual education program was verified by the research team. Since some of the respondents may not have been in the regular classroom setting, e.g., resource teachers or other positions that are not reported as "teachers of record," some of the items were left blank and reported as "missing." This observation is corroborated by the fact that there were 93 respondents on the item of grade-level assignment (Table 21), with eight not reporting on any of the grade levels noted on the item. Similarly, 11 teachers did not respond to the item pertaining to "Ethnicity" (Table 22), or to the item pertaining to "Gender" (Table 23). As a result, the number of responses for each item on the tables do not total 101.

TABLE 24:
Teacher Characteristics

*Mean-3.24 (**SD .56) Representing a majority of Bachelor Degree responses Number of Responses-93	1. My highest educational level is best described as: 1) Non-degreed 2) Associate 3) Bachelor 4) Master 5) Master +, or 6) Doctorate.
Mean-3.07 (SD 1.35) Representing a range between 10-14 yrs. experience Number of Responses-93	2. Total number of professional years in education: 1) less than 5 yrs. 2) 5-9 yrs. 3) 10-14 yrs. 4) 15-19 yrs., or 5) 20+ yrs.
Mean-2.78 (SD 1.29) Representing experience between 5-9 yrs. and 10-14 yrs. Number of Responses-93	3. How many years have you taught in bilingual education? 1) less than 5 yrs. 2) 5-9 yrs. 3) 10-14 yrs. 4) 15-19, or 5) 20+ yrs.
Mean-1.46 (SD 1.00) Representing between three-fourths and all responses Number of Responses-88	4. How many of your classes involved LEP students? 1) all 2) three-fourths 3) half 4) one-fourth, or 5) none.
Mean-1.71 (SD .753) Representing between fluent to very fluent responses Number of Responses-89	5. What is your proficiency level in Spanish? 1) very fluent 2) fluent 3) average 4) below average, or 5) no fluency
Mean-4.87 (SD .521) Representing a majority of "all of the time" responses Number of Responses-89	6. I am positive, optimistic and have high expectations of my students: 1) never 2) rarely 3) some of the time 4) most of the time, or 5) all of the time

*Mean represents the average of all questionnaire responses submitted for each item.

**Standard deviation represents a measure of the extent to which numbers are spread around their average. When scores are dispersed close to the average (mean), differences within one standard deviation of the average are not considered significant.

The data for teacher characteristics reported in the teacher questionnaires indicate that 82 percent of the teachers in all seven study sites had a Bachelor's Degree and 14 percent had a Master's Degree. These data account for the mean of 3.24 regarding the highest educational level (Item 1) in Table 24. Three percent had college hours beyond a Master's Degree and one teacher had a Doctorate. Eighty seven percent (87%) of all teachers reported educational experience ranging from five (5) years to over twenty (20) years. In comparison, 83 percent of all teachers reported bilingual educational experience ranging from 5 years to over 20 years. These figures indicate that a majority of the teachers in the seven study sites have been teaching in a bilingual education program all of the time. Most of the teacher respondents indicated that between three-fourths to all of their classes had LEP students. With regard to Spanish proficiency, most teachers responded they were fluent to very fluent. The majority of teachers responded they had high expectations of their students. Overall, the results indicate few significant differences in the teacher characteristics of campuses when compared to each other.

TABLE 25:
Teacher Characteristics

Yes	87	93.5%	1. I possess a bilingual certificate: 1) No, or 2) Yes
No	4	4.3%	
Missing	2	2.2%	
Total	93	100%	
Yes	85	91.4%	2. I possess an elementary teacher certificate: 1) No, or 2) Yes
No	6	6.5%	
Missing	2	2.2%	
Total	93	100%	
Yes	88	94.6%	3. I am trained in bilingual methods and materials: 1) Uncertain 2) No, or 3) Yes
No	1	1.1%	
Uncertain	1	1.1%	
Missing	3	3.2%	
Total	93	100%	
Yes	76	81.7%	4. I am trained in language assessment: 1) Uncertain 2) No, or 3) Yes
No	6	6.5%	
Uncertain	4	4.3%	
Missing	7	7.5%	
Total	93	100%	
Yes	91	97.9%	5. I understand the benefits of second language learning for limited English Proficient students: 1) Uncertain 2) No, or 3) Yes
No	0	N/A	
Uncertain	0	N/A	
Missing	2	2.2%	
Total	93	100%	
Yes	86	92.5%	6. I am confident in my training to address the needs of limited English proficient students: 1) Uncertain 2) No, or 3) Yes
No	2	2.2%	
Uncertain	1	1.1%	
Missing	4	4.3%	
Total	93	100%	
Yes	79	84.9%	7. I was trained through a university/college teacher training program that prepared teachers to work with limited English proficient students: 1) Uncertain 2) No, or 3) Yes
No	6	6.5%	
Uncertain	4	4.3%	
Missing	4	4.3%	
Total	93	100%	
Yes	51	54.9%	8. I was trained primarily through staff development and in-service to work with limited English proficient students: 1) Uncertain 2) No, or 3) Yes
No	36	38.7%	
Uncertain	2	2.2%	
Missing	4	4.3%	
Total	93	100%	

Table 25 illustrates the level of responses by teachers to other teacher characteristics surveyed. These items required a yes/no/uncertain answer; therefore, responses are presented in numbers and percentages. Of the 91 teachers that responded in the seven study sites, 87 (95.6%) indicated they possessed a bilingual certificate. The remaining four (4.4%) teachers indicated they did not have a bilingual certificate, however the questionnaire was not designed to discern if they were ESL teachers in a team-teaching situation, or some type of resource teacher. 85 (93.4%) of the teachers indicated they possessed an elementary teacher certificate and 6 (6.5%) did not possess an elementary teacher certificate. The questionnaires made no provisions to report other certificates, e.g., emergency or certificates of specialization. The remaining items, except for Item 8, document that 85 percent to 100 percent of the teachers were:

- ❖ Trained in bilingual methods
- ❖ Trained in language assessment
- ❖ Knowledgeable of the benefits of second language learning
- ❖ Confident in their training to address the needs of LEP students
- ❖ Trained through formal university training

Item eight reports that 51 (57.3%) of 89 respondents were primarily trained through staff development and in-service to work with LEP students. Because of the similarity in the wording of items seven and eight in the questionnaire, there may be some duplication of responses.

In addition to the items listed in the teacher questionnaire, campus principals of the seven study sites were invited to share teacher performance results on the Texas Teacher Appraisal System (TTAS) for 1995-96 and 1996-97 and on the Professional Development Assessment System (PDAS) for 1997-98. The TTAS and the PDAS are the two appraisal systems used to evaluate teacher performance and teaching behaviors in Texas public schools. The TTAS was used during two of the three years targeted by the Successful Schools Study, e.g., 1995-96 and 1996-97. The PDAS was used in 1997-98, the third year of the study. Some of the characteristics and differences of both appraisal systems as provided in the May 1997 "Professional Development and Appraisal System" agency manual are explained in Table 26 on the following page.

TABLE 26:
Comparison of Characteristics of the Texas Teacher Appraisal System (TTAS)
and the Professional Development and Appraisal System (PDAS)

TTAS <i>Required by HB 72-1984 In effect until 8-31-1997</i>	PDAS <i>Required by Senate Bill 1-1995 In effect as of 9-1-1997</i>
❖ Primarily classroom based acknowledged ❖ Had five domains/65 indicators ❖ Used a five category scale ❖ Originally focused primarily on appraisal ❖ Was tied to a monetary incentive in the form of Career Ladder ❖ Provided for teacher input through a conference ❖ Was based primarily on "snapshot" of teacher performance from a classroom observation ❖ Was less rigorous in requirements for standard expectations ("Meets Expectations") ❖ Linked to student performance in a general sense during one or more observations ❖ Had no direct link between student performance and group (campus) accountability (AEIS) ❖ Was interpreted to be based on a direct teaching model Domains (5) Domain I. Instructional Strategies Domain II. Classroom Management and Organization Domain III. Presentation of Subject Matter Domain IV. Learning Environment Domain V. Professional Growth and responsibility	❖ Primarily classroom based with other contexts ❖ Has eight domains/51 criteria ❖ Uses a four category scale ❖ Focuses on professional development as well as appraisal ❖ Is not tied to a monetary incentive or any form of Career Ladder ❖ Provides for teacher input through a conference and a self-report ❖ Enables more of a "videotape" or "documentary" of teacher performance in the classroom and other settings ❖ Has higher requirements for standard expectations ("Proficient") ❖ Links to student performance in more specific ways (AEIS) over time ❖ Focuses on individual and group (campus) accountability for student performance ❖ Is based on the proficiencies for teachers in <i>Learner Centered Schools for Texas</i> Domains (8) Domain I. Active successful student participation in the learning process Domain II. Learner-centered instruction Domain III. Evaluation and feedback of student progress Domain IV. Management of student discipline, Instructional strategies, time and materials Domain V. Professional communication Domain VI. Professional development Domain VII. Compliance with policies and operating procedures Domain VIII. Improvement of academic performance of all students on the campus (based on indicators included in the (AEIS))
Evaluation Criteria (5) 5=Clearly Outstanding 4=Exceeds Expectations 3=Satisfactory 2=Below Expectations and 1=Unsatisfactory	Evaluation Criteria (4) Exceeds Expectations = 5 Proficient = 3 Below Expectations = 1 and Unsatisfactory = 0

Based on teacher performance data submitted from four of the seven study sites, the research team was able to profile additional characteristics of teachers as noted below. Since the sharing of teacher appraisal ratings for the study was optional, not all seven campuses reported. As a safeguard to anonymity, the campuses that did share the ratings are referenced generically.

TABLE 27:
Profiles of Teacher Appraisals* on the Texas Teacher Appraisal System (TTAS)
1995-96 and 1996-97

Campus	Performance Domains				
	Clearly Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Campus A	6	3	0	0	0
Campus B	2	33	3	0	0
Campus C	0	14	0	1	0
Campus D	0	39	0	0	0
TOTALS	8	89	3	1	0

*Source: Local campus data for years referenced

TABLE 28:
Profiles of Teacher Appraisals on the Professional Development and Appraisal System (PDAS)
1997-98

Campus	Performance Domains							
	Domain I	Domain II	Domain III	Domain IV	Domain V	Domain VI	Domain VII	Domain VIII
Campus A	9E 10P	10E 9P	9E 10P	10E 9P	8E 11P	9E 10P	10E 9P	2E 17P
Campus B	15E 13P	3E 25P	3E 25P	2E 26P	23E 5P	28E 0	22E 6P	14E 13P
Campus C	15E 24P	14E 25P	19E 20P	12E 27P	28E 11P	32E 7P	27E 12P	28E 11P
Campus D	8E 8P	8E 8P	9E 7P	8E 8P	12E 4P	12E 4P	5E 11P	12E 4P
Campus E	5E 2P	6E 1P	5E 2P	5E 2P	5E 2P	6E 1P	6E 1P	5E 2P
TOTALS	52E 57P	41E 68P	45E 64P	37E 72P	77E 33P	87E 22P	70E 39P	61E 47P

E=Exceeds Expectations P=Proficient

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An analysis of all data provided from the four study sites that reported for 1995-96 and 1996-97 indicates that 89 (88%) of the 101 teachers' performance ratings on all the domains on the TTAS clustered around the rating of "Exceeds Expectations." These ratings represent excellent, but not clearly outstanding teacher performance. Only 8 (8%) received "clearly outstanding" ratings. In 97-98, with the use of the PDAS as a new teacher evaluation instrument, the appraisals for teachers at five study sites (only data provided) document that teachers received 470 (54%) percent ratings of "Exceeds Expectations" on all 8 domains. The remaining 402 (46%) percent of the ratings were at the "Proficient" level. Since the PDAS has higher requirements for satisfactory expectations (See Table 26), the "Proficient" performance ratings, coupled with the majority of "Exceeds Expectations" ratings, are in the category of excellence.

The data reported voluntarily by the five study sites show that teachers received a majority of "Exceeds Expectations" ratings in Domains V, VI, VII and VIII. These domains represent:

- ❖ Professional communication
- ❖ Professional development
- ❖ Compliance with policies and operating procedures
- ❖ Improvement of academic performance of all students on the campus based on indicators included in AEIS

These ratings reflect that teachers at these schools keep parents very informed about the progress and needs of their children, including the LEP student population. As was evident in the questionnaire responses across study sites, these teachers participate extensively in staff development and have been professionally prepared, especially in meeting the needs of LEP students. This was also evident in the interviews and responses in the questionnaires. Almost all of the teachers have bilingual education certification and follow local and state procedures and policies for the education of LEP children.

**TABLE 29:
Profile of Campus Administrators at Study Sites**

Campus	Highest Degree	Certification	Years in Prof. Ed.	Years in Adm.	Years in Bilingual Adm.	Years Teaching Experience	Years Experience In Teaching Bilingual Ed.
Bowie	Masters+	*Mid-Mgmt. Bilingual Elem. Ed.	20+ yrs.	15-19 yrs.	15-19 yrs.	5-9 yrs.	5-9 yrs.
Campestre	Masters+	*Mid-Mgmt. Bilingual Elem. Ed. Secondary Ed. (Spanish)	15-19 yrs.	5-9 yrs.	5-9 yrs.	10-14 yrs.	5-9 yrs.
Castañeda	Masters+	*Mid-Mgmt. Bilingual Elem. Ed.	20+ yrs.	10-14 yrs.	10-14 yrs.	15-19 yrs.	10-14 yrs.
Clover	Masters+	*Mid-Mgmt. Bilingual Elem. Ed. Early Child.	20+ yrs.	5-9 yrs.	5-9 yrs.	20+ yrs.	15-19 yrs.
La Encantada	Masters+	*Mid-Mgmt. Bilingual Elem. Ed.	20+ yrs.	5-9 yrs.	5-9 yrs.	10-14 yrs.	10-14 yrs.
Kelly	Masters+	*Mid-Mgmt. Bilingual Elem. Ed.	20+ yrs.	10-14 yrs.	10-14 yrs.	20+ yrs.	10-14 yrs.
Scott	Masters+	*Mid-Mgmt. Bilingual Reading Elem. Ed. Sp. Ed. (Spanish)	20+ yrs.	20+ yrs.	20+ yrs.	5-9 yrs.	20+ yrs.

*Mid-Management

The responses from the campus principals revealed that all of the seven (100%) administrators involved in the Successful School Study were Hispanic females. All of the administrators have a Master's Degree plus additional college hours. All held Mid-Management certificates, Elementary Education certificates and Bilingual Education certificates. One of the principals also had a Special Education Certificate and a specialization in Reading. Two of the principals have a Secondary Education Certificate with specialization in Spanish. Six (85%) of the administrators have over 20 years experience in education and one (14%) has 15 to 19 years experience in education.

All of the administrators have been in administration for over five years (Two 10 to 14 years, one 15 to 19 years and one over 20 years). All of the principals have administrative experience with bilingual education programs as part of their administrative responsibilities. Two of them have over 20 years of teaching experience. All of the principals had more than five years experience in teaching LEP students in a bilingual classroom. Two have five to nine years, three have 10 to 14 years, one has 15 to 19 years and one has over 20 years. Only one of the principals had been a campus administrator for less than five years.

APPENDIX D

Composite Study Results

Composite Study Results

TABLE 30:
Assessment Features

Mean-4.37 (SD .877) Representing a majority of "Most of the Time" Responses Number of Responses-88	1. I assess the students' oral and written proficiency in English on an on going basis: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-4.24 (SD 1.06) Representing a majority of "Most of the Time" Responses Number of Responses-88	2. I assess the students' oral and written proficiency in Spanish on an on going basis: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-4.79 (SD .532) Representing "Most of the Time" and "All of the Time" Responses Number of Responses-89	3. I am aware of my students' English language ability early in the school year: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-4.82 (SD .489) Representing "Most of the Time" and "All of the Time" Responses Number of Responses-89	4. I am aware of my students' Spanish language ability early in the school year: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time

All campus means generally fell within one standard deviation in each assessment feature surveyed, except as follow. On Item 3, pertaining to awareness of students' English language ability early in the school year, the Castañeda and La Encantada campuses fell within two standard deviations of the mean. In Item 1 and Item 2, the mean and standard deviation show a tendency to assess English proficiency more often than Spanish proficiency.

According to the rules of the commissioner, e.g., 19 TAC Chapter 89 SubChapter BB: State Plan for the Education of Limited English Proficient Students (March 1999), annual assessment of LEP students in English is required to reclassify students who meet the required exit criteria to Non-LEP status. This procedural requirement invariably results in a greater effort to assess the English language than to assess the Spanish language. In keeping with this requirement, the campus mean reflects the tendency referenced above.

Table 31 on the next page illustrates the level of responses by teachers with regard to other assessment features surveyed. These items required a yes/no/uncertain answer. Responses are presented in numbers and percentages.

TABLE 31:
Assessment Features

Yes	89	95.7%	1. I assessed the levels of both primary language (Spanish) and English to ensure appropriate instructional focus: 1) Uncertain 2) No, or 3) Yes
No	2	2.2%	
Missing	2	2.2%	
Total	93	100%	
Yes	82	88.2%	2. The language levels of my LEP students were assessed on an ongoing basis during the school year: 1) Uncertain 2) No, or 3) Yes
No	6	6.5%	
Uncertain	1	1.1%	
Missing	4	4.3%	
Total	93	100%	
Yes	78	84%	3. Upon receiving new information from the on going language assessments, I modified my instruction and placement of my LEP students: 1) Uncertain 2) No, or 3) Yes
No	5	5.4%	
Uncertain	6	6.5%	
Missing	4	4.3%	
Total	93	100%	
Yes	89	96%	4. The academic levels of my LEP students were assessed on an ongoing basis during the school year: 1) Uncertain 2) No, or 3) Yes
No	0	N/A	
Uncertain	0	N/A	
Missing	4	4.3%	
Total	93	100%	

Of the 91 teachers that responded in the seven study sites, 89 (98%) indicated they assessed the levels of both primary language (Spanish) and English to ensure appropriate instructional focus. When responding to assessing the language levels of LEP students on an on-going basis during the school year, 82 (92%) of teachers responded they did assess on an on-going basis and 6 (7%) indicated they did not. One teacher (1%) was uncertain of the question as posed. The remaining items document that about 87 percent to 100 percent of the teachers:

- ❖ Modified instruction and placement of LEP students upon receiving new information from ongoing assessments (87.6%)
- ❖ Assessed the academic levels of LEP students on an ongoing basis during the school year (100%)

TABLE 32:
Instructional Practices

*Mean-4.09 (SD .937) Representing "Most of the Time" responses Number of Responses-89	1. I provide second language instruction, which develops understanding, speaking, reading and writing skills in English: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-3.82 (SD 1.11) Representing "Some of the Time" and "Most of the Time" responses Number of Responses-89	2. I provide language arts in Spanish, which includes understanding, speaking, reading and writing skills: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-3.79 (SD 1.12) Representing "Some of the Time" and "Most of the Time" responses Number of Responses-89	3. I provide instruction in Spanish in math, science, social studies and health: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-4.22 (SD .753) Representing a majority of "Most of the Time" responses Number of Responses-87	4. I include the teaching of culture in all aspects of the instructional program: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-4.11 (SD .754) Representing a majority of "Most of the Time" responses Number of Responses-88	5. I have a system to provide English instruction to the students with varying levels of language proficiency and academic experience: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-3.96 (SD 1.05) Representing "Some of the Time" and "Most of the Time" responses Number of Responses-88	6. I have a system to provide Spanish instruction to the students with varying levels of language proficiency and academic experience: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-4.57 (SD .770) Representing "Some of the Time" and "All of the Time" responses Number of Responses-88	7. I have clear time allotments for time on task for the content to be taught in English: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time 5) All of the Time
Mean-4.37 (SD .988) Representing a majority of "Most of the Time" responses Number of Responses-87	8. I have clear time allotments for time on task for the content to be taught in Spanish: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-4.79 (SD .590) Representing "Most of the Time" and "All of the Time" responses Number of Responses-88	9. I adjust my teaching pace according to the students' perceived needs: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time

All campus means were generally within one standard deviation in instructional practices surveyed. When observing the mean and standard deviation of item five in comparison to item six, there appear to be more teachers who have a system to provide English instruction than those who have a system to provide Spanish instruction. In the absence of an item analysis of the teacher questionnaire by teacher and grade levels, it is difficult to document if the response for item five was from teachers in Grades 3, 4 or 5. At these grade levels, LEP students, who have been in the bilingual program for four and five years, begin their transition to the second language (English). At this transition point, the instructional focus is usually in the English language. Overall, the results indicate insignificant differences in the instructional practices of campuses when compared to each other.

TABLE 33:
Instructional Practices

Yes	49	52.7%	1. I used Spanish most of the time to teach my LEP students: 1) Uncertain 2) No, or 3) Yes
No	39	41.9%	
Uncertain	1	1.1%	
Missing	4	4.3%	
Total	93	100%	
Yes	86	92.5%	2. Students in my classes were allowed to express themselves in their primary language (Spanish) during teacher and group interaction: 1) Uncertain 2) No, or 3) Yes
No	5	5.4%	
Uncertain	0	N/A	
Missing	2	2.2%	
Total	93	100%	
Yes	87	93.6%	3. Students in my classes were allowed to express themselves in their second language (English) during teacher and group interaction: 1) Uncertain 2) No, or 3) Yes
No	4	4.3%	
Uncertain	0	N/A	
Missing	2	2.2%	
Total	93	100%	
Yes	77	82.8%	4. I introduced concepts in the primary language (Spanish) and extended or enriched in English: 1) Uncertain 2) No, or 3) Yes
No	12	12.9%	
Uncertain	0	N/A	
Missing	4	4.3%	
Total	93	100%	

Table 33 illustrates the level of responses by teachers with regard to other instructional practices surveyed. These items required a yes/no/uncertain answer; therefore, responses are presented in numbers and percentages. Of the 89 teachers that responded in the seven study sites, 49 (55%) indicated they used Spanish most of the time to teach LEP students and 39 (44%) responded that they did not use Spanish most of the time. When responding to allowing LEP students to express themselves in Spanish versus English, the responses indicate almost equal results with 86 (95%) responding "Yes" to Spanish and 87 (96%) responding "Yes" to English. These responses document that both languages were given equitable significance. Regarding the instructional practice of introducing concepts in Spanish and enriching them in English, 77 (87%) of the respondents answered "Yes."

TABLE 34:
Implementation Practices

Mean-3.08 (SD 1.53) Representing a majority of "Some of the Time" Responses Number of Responses-89	1. I group students according to Spanish language ability for Spanish language arts instruction: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-3.38 (SD 1.44) Representing a majority of "Some of the Time" Responses Number of Responses-88	2. I group students according to English language ability for English language arts instruction: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-3.70 (SD 1.07) Representing "Some of the Time" and "Most of the Time" Responses Number of Responses-89	3. I have meaningful parent participation in my class: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-4.81 (SD .597) Representing a majority of "All of the Time" Responses Number of Responses-88	4. I encourage my students to take responsibility for their own class work: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time
Mean-4.81 (SD .597) Representing a majority of "All of the Time" Responses Number of Responses-88	5. I prepare my students for lessons by reviewing, outlining, explaining objectives, and summarizing: 1) Never 2) Rarely 3) Some of the Time 4) Most of the Time, or 5) All of the Time

In general, campus means fell within one standard deviation in implementation practices surveyed. In one isolated case, Bowie, (item 1) pertaining to grouping of students according to Spanish language ability for Spanish language arts instruction was two standard deviations of the mean. Overall, the results indicate that there were no significant differences in the implementation practices of campuses when compared to each other.

TABLE 35:
Implementation Practices

Yes	80	86%	1. Parents of LEP students at our campus understand the benefits of our special programs: 1) Uncertain 2) No, or 3) Yes
No	1	1.1%	
Uncertain	10	10.8%	
Missing	2	2.2%	
Total	93	100%	
Yes	54	58.1%	2. I grouped my LEP students for Spanish according to language proficiency in their primary language (Spanish): 1) Uncertain 2) No, or 3) Yes
No	32	34.4%	
Uncertain	2	2.2%	
Missing	5	5.4%	
Total	93	100%	
Yes	51	54.8%	3. I grouped my LEP students for English according to language proficiency in their second language (English): 1) Uncertain 2) No, or 3) Yes
No	36	38.7%	
Uncertain	3	3.2%	
Missing	3	3.2%	
Total	93	100%	
Yes	84	90.3%	4. My principal provided adequate support for my LEP students: 1) Uncertain 2) No, or 3) Yes
No	1	1.1%	
Uncertain	4	4.3%	
Missing	4	4.3%	
Total	93	100%	
Yes	82	88.2%	5. The district leadership provided adequate support for my LEP students: 1) Uncertain 2) No, or 3) Yes
No	0	N/A	
Uncertain	6	6.5%	
Missing	5	5.4%	
Total	93	100%	
Yes	63	67.7%	6. I participated in program decision-making affecting my LEP students: 1) Uncertain 2) No, or 3) Yes
No	17	18.3%	
Uncertain	6	6.5%	
Missing	7	7.5%	
Total	93	100%	
Yes	75	80.6%	7. Parental involvement helped my students advance in their academic development: 1) Uncertain 2) No, or 3) Yes
No	4	4.3%	
Uncertain	9	9.7%	
Missing	5	5.4%	
Total	93	100%	
Yes	67	72%	8. Parental involvement helped my students advance in their language development: 1) Uncertain 2) No, or 3) Yes
No	5	5.4%	
Uncertain	16	17.2%	
Missing	5	5.4%	
Total	93	100%	

Table 35 also illustrates the level of responses by teachers with regard to other implementation practices surveyed. These items required a yes/no/uncertain answer. Responses are presented in numbers and percentages. Of the 91 teachers that responded in the seven study sites, 80 (88%) indicated that parents of LEP students at their campuses understood the benefits of the special programs. With regard to grouping LEP students for Spanish according to language proficiency in Spanish, 54 (61%) responded "Yes" to such grouping and 51 (57%) responded they grouped LEP students according to language proficiency in their second language (English). Principal and district leadership support for LEP student responses were almost equal. Principal support

was 84 (94%) "Yes" responses and district leadership support was 82 (93%) "Yes" responses. "Yes" responses for participation in decision making that affected the LEP students were 63 (73%). With regard to parental involvement helping students advance in academic development and helping students advance in their language development, the "Yes" responses were 75 (85%) and 67 (76%), respectively.

All teachers in the seven study sites were asked to rank and order the professional development opportunities that contributed the most to their ability/knowledge in teaching LEP students. In keeping with the instructions provided on the teacher questionnaire, the research team assigned a point value of nine (9) points to each respondent's first choice, eight (8) points to second choice, etc., to one (1) point for the last choice. The responses for each professional development opportunity were tabulated and the total for each item was multiplied by the respective point value assigned. The results represent the cumulative total for each of the professional development opportunities listed by the teacher respondents. The cumulative totals were listed in descending order, from highest to lowest choice, and are presented below.

TABLE 36:
Rank and Order of Professional Development Opportunities

Response	1	2	3	4	5	6	7	8	9	Cumulative Total
Local Staff Development Contract Experts	16	31	8	13	11	0	2	0	0	587 pts.*
Staff Development District Staff	19	19	16	13	7	2	0	1	0	558 pts.
University Teacher Preparation	27	8	14	7	10	7	2	2	4	539 pts.
ESC**-Staff	4	17	20	22	12	4	1	1	1	526 pts.
ESC-Contract Experts	11	7	18	15	20	1	0	1	1	438 pts.
Staff Development Professional Organizations	1	4	2	0	13	30	4	2	6	262 pts.
Other Annual State Conferences	2	1	2	4	3	1	14	29	1	184 pts.
TEA-Sponsored State Conferences	0	2	5	0	1	7	20	6	9	165 pts.
National Conferences	0	3	0	0	2	4	2	11	31	109 pts.

*points (pts.)

**Education Service Center (ESC)

Although university educational training received more first choice selection by the teachers, the training that was recorded as having most impacted the teachers' professional development was local district training provided at the district by "experts" in the field of bilingual education or other significant curriculum areas (587 pts.). Teachers noted that district staff development provided by their district staff was their second most significant training (558 pts.). Teachers and principals listed other training (George Gonzalez-oral language and Spanish reading training; Sharon Wells training; and Joshua Horton) that had been conducted at the local level as significant staff development. The Pharr-San Juan-Alamo schools hold a district bilingual education institute every summer. Teachers named the institute training conducted by "experts" in the field as contributing to their overall competence. University classes in education was the third overall choice (539 pts.), followed by the staff development provided by the Regional Education Service Center (526 pts.).

In another section of the questionnaire, teachers were asked to list what they believed contributed the most to the academic success of their LEP students. Examples of list possibilities included in the questionnaire were:

- ❖ Staff training
- ❖ Teacher preparation
- ❖ Materials
- ❖ Latitude in teaching
- ❖ Structured schedule
- ❖ Parent involvement
- ❖ Administrative support
- ❖ Grouping for instructional purposes
- ❖ Team-teaching
- ❖ Instructional technology
- ❖ Resources
- ❖ Other

Teachers were asked to rank and order their lists beginning with what they considered as the most important as first, then the second most important, etc. Table 37 on the next page lists factors the teachers indicated as being important toward the students' success. The data are presented with the number of times each item was listed in the rankings and the total number of points accumulated by assigning five (5) points to a first place, four (4) points to second place, three (3) points to third place, etc. The results are presented in rank and order of importance according to cumulative totals for each factor listed by the teachers and multiplied by assigned points for each item named. Some teachers listed only three factors and others listed five. The results are based on actual responses received for each factor.

TABLE 37:
Factors Contributing to LEP Students' Success/Ranking Outcomes

	First Place	Second Place	Third Place	Fourth Place	Fifth Place	Total Points
Teacher Preparation	29	30	14	7	2	323
Staff Training	31	19	10	9	4	283
Administrative Support	9	2	15	13	18	142
Parental Involvement	5	4	5	16	16	104
Grouping for Instructional Purposes	7	3	8	4	6	85
Latitude/Empowered In Teaching	2	10	0	7	8	72
Materials and Resources			9	14	5	60
Team Teaching	2	3	4	2	3	41
Structured Schedule			10	3	5	41
Technology			5	2	11	30
Team Planning	1	1	2	2	0	19
Ongoing Feedback to Students/Parents				2	2	6
Assessment				1	1	3

Teacher preparation and staff training were named as the most important factors as contributing to the students' success. Administrative support ranked very important to teachers. Feeling empowered to make instructional decisions for the students was also listed as vital. Parental involvement has been continually named as being very influential in affecting student success. Providing teachers with time to plan, providing instructional materials and incorporation of technology were named as being significant. A structured schedule and grouping for instructional purposes are curricular elements that teachers listed as contributing to student success. Assessment, feedback to students and parents and the assessment of students' progress is valued by the teachers. The importance of the bilingual education philosophy of the school was named by one teacher as significant.

APPENDIX E

Student Performance Analysis

Student Performance Analysis

This section describes the methodology used to conduct the student performance analysis of the seven campuses in the Successful Schools Study as compared to an external campus group and to the TEA comparison campus groups as measured by the TAAS. The schools selected to be part of this study (study campuses) were in part chosen based on the high "Exemplary" or "Recognized" campus rating that they received from the state accountability system during the 1995-96, 1996-97 and 1997-98 school years. This rating is primarily derived from a school's performance on the TAAS. Other measures used for determining ratings such as dropout and attendance rates, and measures that acknowledge superior performance (SAT and TASP) and enrollment in the recommended high school curriculum are relevant and important to middle and high schools. Attendance rates are also used to determine accountability ratings. For elementary schools, attendance is rarely an issue. For the majority of campuses, attendance rates are well above the state required rates. All of the campuses in this study are elementary schools, leaving the TAAS as practically the only measure for determining school ratings. In addition to being used to derive campus ratings, students' performance on TAAS is being used to appraise superintendents, principals and teachers. It is a fact that, for the study schools and all campuses in the state, a great deal of emphasis is and will continue to be placed on TAAS.

It is generally accepted that the TAAS is valid and reliable as a measure of academic performance for use in appraisal of school professional staff, although it does have several limitations. Important to this study are differences between the English and Spanish versions of the test. The TEA acknowledges that these tests are not strictly equivalent. This means that direct contrasts between the two are inappropriate. Regardless of its limitations, TAAS patterns of performance can be studied, even without strict comparability. Since TAAS is developed from the Texas Essential Knowledge and Skills (TEKS), formerly the Essential Elements, in addition to the campus rating that is derived from performance on the test, the TAAS is also clearly a reflection of instruction in a school.

TEA contracted with companies to assist in the development of the year to year equivalency of the test. Equivalency, differences between the English and the Spanish version and the passing trends observed over the past several years are TAAS issues that need to be accounted for when interpreting student performance findings. Comparisons to an external campus group and to the TEA comparison campus group allow for more valid findings and interpretations.

Because this analysis is of a longitudinal post-hoc nature, that is, the performance information was gathered after the students had been in the program for a number of years, a theoretical control group was almost impossible to design. Within the context of the multiple operations design, an approach was used to approximate a theoretical control group. The strengths and limitations of this approach are detailed in this section. Different data sources and levels of information were used to identify or confirm findings. Analyzing different data sources is helpful in identifying similar performance patterns and trends. This methodology means that many different points of view are used to ensure that the research questions posed are answered as completely and accurately as possible. Individual student performance information that could be used for more rigorous controls within the analysis was not collected at the beginning of the study; however, a great deal of information at the individual student level is contained within the Public Education Information Management System (PEIMS) database at the TEA.

Data Sources and Procedures

The methodology used in this study was to select campuses that were rated as "Recognized" or "Exemplary" by the state accountability system in 1995-96, 1996-97 and 1997-98. These campuses were then examined using a variety of approaches including on-site visits, questionnaires and data collection. Results from these various approaches are included in previous sections of this document. To obtain pertinent data for the years targeted by the study, the analysis relied on the TEA database to access appropriate data sets. These data include campus-level performance, individual student performance and educational program participation data that are available for the years appropriate to the study. The three major sources of information used and described below were: 1) Academic Excellence Indicator System (AEIS) reports from the last four years, 2) data from the Academic Information Management, Inc. (AIM, Inc.) TAAS database (TAAS Master Reports) and 3) individual student data from two separate cohorts of students (1994 and 1995) obtained through the TEA's PEIMS database.

- ❖ **AEIS Reports.** The TEA Division of Performance Reporting produces these annual reports. They contain information by campus, about all campuses (6,000+) and by districts (1,000+) in the state. These comprehensive reports include much information such as student performance, student and teacher demographics and financial information. A subset of this information (TAAS, dropout rates and attendance) is used to determine ratings for campuses and districts. For this performance analysis, AEIS reports were downloaded from the TEA web site for each campus in the study. These reports were used to generate demographic descriptions of the campuses within the study and to validate other findings.
- ❖ **TAAS Analysis Reports.** These reports are a product of Academic Information Management, Inc. (AIM, Inc. Austin, Texas), and are available for most campuses in the state. AIM, Inc. served as third-party consultant that conducted the student and campus performance analyses. The Analysis Report includes information regarding the percentage of students passing and mastering all objectives on each TAAS subtest. A by-objective analysis is included by grade level for different student groups. The student groups selected for this study that include: all students, students identified as LEP, students placed in a Bilingual Education program, students placed in an English as a Second Language (ESL) program, and students not placed in a bilingual or an ESL program. Performance by grade level over several years as well as progress by students as a group (quasi-cohort) was examined. These TAAS Analysis reports were used in conjunction with the AEIS reports and student analysis to validate findings and to expand the level of detail not otherwise available.
- ❖ **Individual Student Data.** Because the study campuses were selected based on the TEA rating obtained in 1995, an initial cohort of students enrolled in Kindergarten in 1995 was formed. For this cohort, TAAS performance can be analyzed through Grade 4. To analyze performance in Grade 5, an additional cohort was identified. This cohort ("the 1994 cohort") includes students enrolled in Kindergarten in 1994. The 1994 cohort was also used to validate findings from the original 1995 cohort.

For the 1994 cohort, 114 separate data points (discrete pieces of information) were obtained for 930 students for each of six years. Included were campus of attendance, instructional program placement (including bilingual and special education codes) and other demographics. TAAS data includes the percentage of students passing and mastering all objectives, test version (English or Spanish) administered, score codes (was the student's test scored) and the Texas Learning Index (TLI). TAAS data were available for 1997, 1998 and 1999 equivalent to Grades 3, 4 and 5 for this particular study. Only students promoted from grade to grade were included in this analysis. Studying students that were not promoted is extremely important; however, that was not within the scope of this study. Similar data (for one less year) were collected for the 1995 cohort.

Approaches to Student Data Analyses

Several comparisons were used in this study to assess student performance as follow:

- ❖ Performance of the overall student population on the study campuses as a composite group over time
- ❖ Performance of the study campuses compared to the TEA comparison campus group and to state averages
- ❖ Performance on each of the study campuses examined individually over time
- ❖ Performance of the cohort group on the study campuses compared to students in the cohort who transferred to another campus

The first of these analyses involved looking at patterns of performance across years using the percentage of students passing and mastering all objectives, TLI scores, and a "by-objective" analysis. The second one used was to extend the first analysis and compare performance to the TEA comparison groups. The TEA comparison campus group consists of forty campuses that are grouped together based on six similar characteristics like the percent of Hispanic or economically disadvantaged students enrolled. The campus groups have a high percentage of Hispanic and economically disadvantaged students. Because individual student data were not available from the comparison group, analyses regarding the length of time a student is identified as LEP are not possible.

In the demographic section, each of the study campuses is listed by selected demographic characteristics. These characteristics are compared to state averages. It is clear that average state demographic characteristics are different from those in the study schools. Because of this, strict comparisons between performance on these campuses and the state average were not appropriate. Comparison campus group and external campus comparisons are the most critical comparison groups for this study. Because of the small numbers of students reported in many instances, the information either cannot be considered reliable or cannot be reported because the number of students is below that required for acceptable reporting standards.

Finally, campuses in the study group were examined as one campus, using individual student data. This last approach is necessary because of the few number of students remaining in the study after the five or six years (depending on student cohort) at the individual campus level. This issue is explained in more detail in the next section. In addition, while information was available by student group, these campuses tend to be rather homogeneous, with high percentages of economically disadvantaged Hispanic students (generally eligible for free or reduced price lunch). The analyses are therefore generally limited to all students unless otherwise noted.

Study Campuses Versus External Campuses

In education, a true control group can be designed in theory. It is almost impossible for it to happen or to be created in reality. Arguably, one of the most powerful approaches to examination of student performance is the use of individual student data, especially data that can be accumulated over a period of time. One of the limitations of any cohort study over a significant period of time is the loss of students. This loss was an issue in this study, especially at an individual campus level. With the powerful data system in the TEA, students can be found regardless of their location within the state. It only becomes limited when students leave the state or when there are problems with mismatched identification numbers. In this instance, students leaving the targeted schools actually provided strength to the study. These students formed a type of contrast group to students remaining in the originally targeted schools. Once again, it is not purported that these students form a true comparison or control group. Rather, these students present a contrast opportunity. Approximately half of the 1995 cohort remained in the original campus after six years. Almost the same percentage remained in the original district after six years for the 1994 cohort. The distinction between remaining on the same campus and remaining within the same district will be addressed later in this document. Several issues must be addressed when using this approach.

As already noted, this analysis lacks information regarding the initial 'condition' of the students in this study. Also important is the equivalency between the group of students remaining in the study schools and those leaving. Could the group of students leaving the study campuses be 'more or less LEP' than those who remained enrolled on the original campuses? Because no data are available that can answer this question definitively, the answer must be assumed from the following information. Initially, the students attending the study schools were likely from the same neighborhood. The majority of students on the study campuses is Hispanic and economically disadvantaged. As will be explained, students remaining in the study schools and students leaving who were originally not identified as LEP had similar performance at a later time. With this information and without any concrete evidence or any published studies linking mobility to a significant difference in student ability, it may be plausible that the two groups of students (those that stayed enrolled and those that left) were similar at the beginning of their Kindergarten year.

Could mobility, in and of itself, have a negative impact on performance? There is little information that would indicate that a modest amount of mobility would have a serious negative impact on performance. Over 90 percent of those students who left the study campuses made only one move. That is, they were not in a situation of constant change. An analysis of a school system of over 27,000 students conducted by AIM, Inc. indicated that students classified as mobile showed, at most, a two to three point disadvantage in percent passing TAAS. This finding also agrees with informally obtained information from TEA regarding the impact of including mobile students in accountability calculations. To summarize, the fact that students move once to another campus not in the study group may have a minimum impact on performance. Minimal mobility, in and of itself, could play a minimum role in performance. Other school-related conditions, such as different instructional practices in one school versus those of another school, campus leadership, school climate and wealth may also have a significant impact on student performance. These conditions are not all inclusive.

As an initial explanation, it would seem that the longer a student remains on one of the study "Exemplary" or "Recognized" campuses, the better the performance at a subsequent date. In this scenario, the longer the student is enrolled in an "Exemplary" campus, the better his/her performance will be. This would be defined as a campus effect. If the length of stay on the study campus is not related to performance, differences in student performance could be related to the length of time a student is identified as LEP. In this case, this would be defined as a classification effect. The exact determination of what impacts performance is difficult to ascertain.

Another issue involves the type of program that students will encounter when they leave the study campuses. The majority of students who left the study campuses enrolled in another bilingual program. It could be argued that the student is exposed to the same type and level of instruction. Unfortunately, without visiting each and every external campus, the validity of the program designation as "bilingual" is impossible to determine. The term "external" will be used to designate students on any campus (in Texas) not included in the study campuses.

About half (213 students) of the original 1995 cohort remained in the original campuses. About one-half that number (105) could be located within the state on a different campus. In total, this represents a sufficient number to conduct a reasonably reliable analysis. Any test of a statistical significance is probably not supportable given the considerable confounds between students remaining and those leaving after different years. Because no statistical significance can be derived, any findings must be of a large nature (some educational meaning) to be considered "significant." For this study, 10 percentage points will be considered a "significant" difference and five percentage points will be considered a "suggestive" difference. Although arbitrary, this serves to operationalize the term "significant." From a statistical point of view, significance is highly dependent upon the number of units in the analysis. For example, at the state level, a difference of one-tenth of one point would probably constitute a statistically significant difference between two groups of thousands of students, but it would probably not have any educational relevance. Lacking the necessary controls for a study of this nature, it seemed reasonable to forgo any formal tests of significance. About one-half of the students in the original 1994 cohort remain on the original campuses. One of the original campuses in Roma ISD was divided into three campuses. This represents an important qualitative and quantitative change. The size of the campus and its leadership has changed. Today, the campus only extends to Grade 3. Given the tracking of students to Grade 4 (1995 cohort) and Grade 5 (1994 cohort), including this campus in the study group was not considered to be appropriate. This campus is described under a special analysis.

Demographics

Campus demographic characteristics help delineate the context within which performance took place. Two groups of schools were included in this analysis. One was the group of study schools (six of the seven campuses into a group) compared to a group of campuses (external campuses) receiving students from the study schools. While it was possible to examine the demographics of the study schools, it was not possible, within the scope of this study, to examine the others. The majority of the campuses receiving students are in south Texas. It is improbable that the demographic characteristics are so different as to account for any performance differences. The majority of data in the following tables are self-reported through the PEIMS by districts to TEA.

Student Characteristics

Table 38 shows that these campuses are demographically very similar in terms of the percentage of economically disadvantaged students, Hispanic students and the percentage of mobile students. They are, however, very different from the state's data from the 1999 TEA AEIS reports. The percentage of LEP students varies considerably among the campuses, yet this percentage is also different from that of the state.

TABLE 38:
Student Demographic Characteristics

Campuses	%Economic**	%Hispanic	%LEP	%Mobile
Castañeda	97.8	99.7	69.5	22.9
La Encantada	95.8	98.7	51.4	25.4
Campestre	89.4	98.7	75.7	18.3
Kelly	97.9	98.7	79.3	19.9
Bowie	84.0	94.4	32.0	15.0
Clover	90.5	98.4	41.4	25.1
Scott*	92.6	99.6	90.3	19.2
Average	92.6	98.3	58.2	21.1
State	48.5	38.6	13.5	22.0

*Scott is not included in the study group or in the computation of the average

**Economic in column 2 means economically disadvantaged students

The grouping of these schools for the purposes of this study was not inappropriate, especially given evidence for commonality in the instructional approach explained later in this chapter. The campus with the highest percentage of LEP students, Scott Elementary, was not included in the group to reduce the variance in this category. Scott Elementary was not included in many of the analyses because it did not include children beyond Grade 3. Several of the analyses in this study examine Grade 4 and Grade 5 scores. The variation in the percentage of LEP students should not have affected instructional approach or philosophy when there were high numbers of LEP students.

General Demographics

Table 39 lists some general characteristics of the campuses. As noted with an **, one value is different from the other campuses and appears to be an anomaly. The data are from the 1999 AEIS reports. Examination of other years indicates that these are values much closer to the values for the other campuses. The value with an ** was deleted from the computation of the average to reduce distortion. "Teacher Experience" includes the percent of teachers with more than five years experience. In this case, the values for the study campuses are comparable to the state as a whole. Also for comparison purposes, Table 39 lists retention rates for the TEA comparison campus group. While retention is not strictly an outcome, it can impact later performance.

**TABLE 39:
General Demographic Characteristics**

Campus	Expend/ Instruction	Campus Size	Percent of Teachers With 5 yrs. or more Experience	Percent of Students Retained in Grade 1	Percent of Students Retained in TEA Comparison Campus Groups
Castañeda	**\$4,992	357	56.8	5.3	6.6
La Encantada	\$2,548	385	49.6	0.0	6.2
Campestre	\$2,272	795	68.8	11.0	5.4
Kelly	\$3,044	653	72.5	3.3	5.6
Bowie	\$3,072	513	77.4	1.6	5.0
Clover	\$3,309	428	63.0	0.0	5.5
Scott*	\$2,668	474	62.1	3.9	6.3
Average	\$2,849	522	64.7	3.5	5.7
State	\$3,071	N/A	68.6	5.4	N/A

*Scott is not included in the study group or in the computation of the average

**Apparent non-typical variation

TAAS Participation

Table 39 presents campus characteristics that are at least partially under the control of the campus. These characteristics directly affect TAAS performance. One issue related to TAAS that should be considered is the 1999 rule changes made in the accountability system. Before 1999, special education students and students taking the Spanish TAAS were not included in the calculations for determining campus ratings. Beginning in 1999, ratings calculations also included scores for these two groups. As later evidenced by Table 41, these scores did not present accountability ratings implications since all seven study campuses were still rated as either "Recognized" or "Exemplary" in 1999.

**TABLE 40:
TAAS Participation**

Campuses	Study Campuses		TEA Comparisons		Study Campuses		TEA Comparisons	
	A	B	C	D	E	F	G	H
	1998% Tested	1999% Tested	1998% Tested	1999% Tested	1998% Accnt*	1999% Accnt	1998% Accnt	1999% Accnt
Castañeda	92.4	73.7	89.7	80.0	61.8	70.7	59.8	72.9
La Encantada	100	78.8	90.3	83.7	62.5	71.7	60.4	75.8
Campestre	90.2	92.6	92.6	81.6	64.1	80.7	60.9	74.5
Kelly	94.3	77.6	89.7	80.3	54.2	67.3	59.6	73.3
Bowie	89.5	90.6	93.3	90.5	70.0	82.1	69.8	84.2
Clover	88.1	76.3	90.4	84.6	68.6	67.2	62.1	75.2
Scott	90.2	90.7	93.0	80.0	55.4	78.0	59.1	72.9
Average	92.4	81.6	91.0	83.5	63.3	73.3	62.1	76.0
State	91.1	89.3	-	-	76.0	84.2	-	-

*Accounted

Statewide, and likely in most campuses, the number of special education students exempted by the Admissions Review and Dismissal (ARD) committees increased substantially. The statewide percent of LEP exemptions went from 5.2 percent to 6.9 percent. While the 1.7 percent increase seems minor, this represents a 33-percentage point increase. Likewise, there was an increase in special education exemptions on the study campuses. There was minimal increase in the percentage of LEP exemptions on these campuses with a high percent of LEP students.

Examination of the data in Table 40 indicates that most of the study campuses had similar percentages of students tested in 1998 with La Encantada notably higher (Column A). The percent tested is similar to the state average; however, by 1999, the percent tested (Column B) dropped dramatically, mostly due to an increase in LEP exemptions. The state percent was only about two points lower. The percent of decline for similar campuses (the TEA Comparison campus group-Columns C and D) indicates a similar pattern to the study campuses. It has already been noted that these campuses do not reflect the overall state demographics.

While the percent tested declined, the percent included in the accountability subset increased. This seemingly contradictory effect is based on the inclusion of Special Education and Spanish TAAS in 1999. These scores were not included in 1998. As seen in Columns E and F, the percent included in the Accountability Subset increased ten points (about 14 percent) for the TEA comparison groups. This is similar to the state increase. Again, from these data, there is no indication that these study campuses had engaged in testing and exemption patterns that were different from expectations.

General Issues

This section of the report presents general issues that are important when interpreting findings from the student performance analyses. For this analysis, if there are less than five students in any particular category, results are not included. This practice complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) and is in line with current TEA data reporting practices. Five major sections are included with these findings. The first one is on general topics like exit patterns of LEP students in the study and external campuses and the impact of including TAAS scores of special education students in the accountability system. The next two sections address Reading and Math performance for both the study and external campuses. Within each of the Reading and Math sections will be findings, including passing, mastering all objectives and the Texas Learning Index (TLI). Tables presented are generally structured around the number of years a student was classified as LEP. To compare and validate findings, the two cohorts (1994 and 1995) are usually presented together, or side-by-side. Available information will be reported by campus. Finally, a summary completes the analyses.

One purpose of this section is to simplify and focus on key data. With the vast array of data that are available, many tables and charts can be produced. For example, a separate table can be constructed for each one of the campuses by grade level, by years in LEP classification and by language of the test. Yet, the numbers of students in almost every one of these categories would be very small. These numbers could not be reported under FERPA restrictions nor would they be meaningful. The issues in this section are examined to justify combining individual data into larger, but still meaningful groupings that allow interpretation.

TABLE 41:
TEA Accountability Ratings

Campus	1995	1996	1997	1998	1999
Castañeda	"Recognized"	"Recognized"	"Recognized"	"Exemplary"	"Recognized"
La Encantada	"Recognized"	"Recognized"	"Recognized"	"Exemplary"	"Recognized"
Campestre	"Recognized"	"Exemplary"	"Exemplary"	"Recognized"	"Recognized"
Kelly	"Recognized"	"Recognized"	"Recognized"	"Exemplary"	"Exemplary"
Bowie	"Acceptable"	"Recognized"	"Exemplary"	"Exemplary"	"Exemplary"
Clover	"Acceptable"	"Recognized"	"Recognized"	"Exemplary"	"Exemplary"
Scott	"Exemplary"	"Exemplary"	"Exemplary"	"Exemplary"	"Exemplary"

Table 41 contains the ratings for the study campuses over the last five years. Review of data from TEA indicates that campuses across the state rated as "Exemplary" or "Recognized" tend to have few economically disadvantaged students. The ratings for the study campuses are significant from a statistical point of view, given that a high percentage of the students on these campuses are economically disadvantaged, and that these campuses have earned continued ratings of "Recognized" and "Exemplary" for at least four years. The impact of including special education and the Spanish TAAS in the calculation of the 1999 ratings should be considered.

LEP Identification

One critical issue this study analyzes is the length of time a student is identified as LEP, especially in relation to the subsequent performance levels on TAAS. To assess the relationship between performance and length of time identified as LEP, the length of time in the study schools to the length of time identified as LEP in the external campuses was compared. The 1998 data set was selected to include as many students as possible in the analysis. In 1999, because of special education exemptions, there was a decline in number of students included in the data set. In Table 42, the number of years students are identified as LEP differ between the study and external campuses. This is a large difference, especially because all of the students examined in the external campuses attended the study campuses for at least one year.

TABLE 42:
Length of Time Classified as LEP (1995 Cohort)

Grade Level	Years Identified as LEP	Study Campuses		External Campuses	
		Percent	Cumulative Percent	Percent	Cumulative Percent
K	1	2	2	6	6
1	2	3	5	6	12
2	3	12	17	17	29
3	4	38	55	35	64
4	5	45	100	37	100

The length of time a student remained on the study campuses is described in the next section. Table 42 includes Grades K-4 for each type of campus (Study and External) and, under the column labeled "Percent," lists the percentage of students at each grade level who were identified as LEP for a specified number of years. The columns labeled "Cumulative Percent" show that students on the external campuses were much more likely to be exited sooner. Twice as many students (12%) were exited from LEP status on the external campuses by the second year. By the third year, 29 percent were exited from LEP identification in the external schools, compared to 17 percent exited in the study schools. Forty-five percent of students remain identified as LEP in the fifth year of the study on the study campuses. The same pattern was evident for the "94 Cohort." The data also show that, on the study campuses, 21 percent of the students still were classified as LEP during the sixth year. Table 42 does not include special education students. Inclusion of special education students does not significantly alter the findings. In summary, even considering that students in the external schools attended the study schools for at least one year, students are much more likely to continue to be identified as LEP on the study schools than when they enrolled on other campuses.

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Years enrolled on the Study Campuses

As already mentioned, the number of years a student remains enrolled on the study campus before leaving may reasonably be considered a factor when examining performance. Table 43 presents the number of students, by years enrolled, on the study campus. This table contains the number of students who were enrolled for a specific number of years. For example, 28 students left the study campuses after one year and could be tracked in the database.

TABLE 43:
Years Enrolled on Study Campus (1995 Cohort)

Years Enrolled on Study Campuses	1	2	3	4
Number of Students	28	14	15	20
Percentage of Students Passing Grade 4 Reading	81%	73%	80%	93%

The bottom row of Table 43 shows the percentage of students who passed the reading subtest (Spanish or English version) in 1999. While there may be some changes across the table, there is not a clear observable pattern to arrive at any definitive findings. The percentage of students passing reading will be used in the remainder of this section when examining performance issues.

Instructional Program at External Schools

When making contrasts across campuses, the instructional program should be considered. For this analysis, the only known information about the program from the receiving school is linked to the PEIMS coding. A student can be listed as enrolled in either a bilingual or an ESL program, or lacking both codes in a regular instructional program. Table 44 shows LEP identification status and the program students were placed in for the first year after leaving the study schools. These numbers do not change significantly when special education students are included. The majority of students (58) continued as enrolled in a program defined as bilingual education. In all seven study schools, very few students are placed in an ESL program. A few students (8) continued to be identified as LEP, yet were in a regular program (non-special education). Examination of the 1994 Cohort yielded similar findings for the percentage of LEP students placed in an ESL program and the percentage of LEP students placed in a regular program. More students were likely to be classified as non-LEP and placed in a regular program. This is an expected result because there was one additional year to follow with more students being classified as non-LEP.

TABLE 44:
Instructional Program on External Campuses

LEP Status	Program Type	Number of Students	Percent
LEP	Bilingual Program	58	58
LEP	ESL Program	3	3
LEP	Regular Program	8	8
Non-LEP	Regular Program	31	31

Impact of Inclusion of Special Education Scores

Educators were concerned about the inclusion of special education students' scores in the calculation of accountability school ratings in 1999. Notably, the number of special education exemptions increased dramatically across the state. Many students were previously tested using the TAAS because educators felt it was good practice and, perhaps, a good experience for them, even though the grade-level test administered to many students was not necessarily educationally appropriate for many students' levels of achievement. Yet, for lack of an available alternative assessment, several students were tested but were not included in the system for accountability purposes. An alternative assessment will be implemented to provide appropriate assessment options for every student in 2003. In 1998-99, school staff had to re-assess their testing practices because scores for special education students were to be included in the system for accountability purposes beginning in that year. It is likely that most decisions regarding the testing of special education students were based on improving accountability ratings as well as on the best interest of the students. Nevertheless, inclusion of the special education scores makes a slight difference.

As seen in Table 45, the impact was not significant. The data are from the 1997-98 school year to reduce the impact of special education testing decisions that might affect the 1999 ratings. There were very few special education students included. The number of students identified as LEP for one year and for two years was too small to be included. There is only a slight impact when special education students are included in the results. The study campuses had a significant change in the number of special education students tested. In 1998, 52 percent of special education students (1995 Cohort) were tested. In 1999, only 17 percent were tested. On the external campuses, the rate was 29 percent in 1998 and 26 percent in 1999. Special education exemptions on the study campuses are now more in line with exemptions in the external campuses. Because the state accountability system includes special education students, this analysis also includes special education students, unless otherwise noted.

TABLE 45:
Impact of Inclusion of Special Education Scores

Years as LEP	Study Campuses		External Campuses	
	Includes Special Education	Does Not Include Special Education	Includes Special Education	Does Not Include Special Education
3	94.4	94.4	83.3	83.3
4	98.2	98.2	68.0	72.7
5	67.1	72.7	53.8	54.2

Spanish Versus English TAAS

It is appropriate to examine the impact of the decision to administer the English or the Spanish version of the TAAS and to analyze the match between language of instruction, version of test administered and performance. The available data indicate that the decisions made by the study campuses seem usually quite reasonable. Table 46 presents the percentage of students passing Reading in 1998 and 1999 and lists the number of years students were identified as LEP and the number of students. Three groups of students are included: those taking the English TAAS in both 1998 and 1999, those taking the Spanish TAAS in both 1998 and 1999 and those taking the English TAAS in 1998 and the Spanish TAAS in 1999. Students identified as LEP for only one or two years were not included because there were insufficient numbers of students taking the Spanish TAAS. Table 42 shows that there are very few students (9) tested in Spanish in 1998 and in 1999 and that the performance for this group declined from 89 percent to 69 percent passing.

TABLE 46:
Spanish Versus English TAAS (Study Campuses)

Years Identified as LEP	1998 English	1999 English	Number of Students
3	94%	100%	18
4	98%	100%	55
5	61%	79%	28

Years Identified as LEP	1998 Spanish	1999 Spanish	Number of Students
3	-	-	-
4	-	-	-
5	89%	69%	9

Years Identified as LEP	1998 Spanish	1999 English	Number of Students
3	-	-	-
4	-	-	-
5	67%	88%	36

Students tested in English in 1998 and in 1999 gained in performance as did students tested in Spanish in 1998 and in English in 1999. It is evident that the process of determining what version of the test is administered to students should be closely assessed. Performance in English/English and Spanish/English is similar for students classified LEP for five years. Given the small number of students tested in Spanish/Spanish and the general similarity in performance in the other two categories, the findings presented in this section are reported as "any language." That is, students were examined regardless of the language in which the TAAS test was administered in either year for the 1995 Cohort. The patterns are not as clear when the external campuses are examined.

TABLE 47:
Students Passing Reading
Spanish Versus English TAAS (External Campuses)

Years in LEP Status	1998 Percent of Students Passing (English Version)	1999 Percent of Students Passing (English Version)	Number of Students
3	83%	100%	12
4	81%	100%	16
5	40%	64%	10

Years in LEP Status	1998 Percent of Students Passing (Spanish Version)	1999 Percent of Students Passing (Spanish Version)	Number of Students
3	-	-	-
4	-	-	-
5	71%	50%	6

Years in LEP Status	1998 Percent of Students Passing (Spanish Version)	1999 Percent of Students Passing (English Version)	Number of Students
3	-	-	-
4	44%	100%	4
5	56%	60%	5

Table 47 shows percentages of students passing in the English/English group declined from 1998 to 1999 for students identified LEP for three and four years but increased for students identified LEP for five years. The increases for the Spanish/English group in the study schools are not available for the external campuses. This is due to students formerly in the study schools (all of which were rated "Exemplary" or "Recognized" in the past few years) having moved/transferred to several other schools. Both the study and the external campuses, experienced a dramatic decline for the percent passing in the Spanish/Spanish group.

APPENDIX F

Study Questionnaire

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Texas Education Agency
Successful Schools Study

TEACHER QUESTIONNAIRE

Using a #2 pencil only, fill in each oval completely. Please complete the Successful Schools Survey Form using the various Likert Scales found in the various sections of the form.

1. My highest educational level is best described as: (Mark only one selection)

1 = Non-degreed
2 = Associate
3 = Bachelor
4 = Masters
5 = Masters Plus Additional Hours
6 = Doctorate

2. I am assigned to the following grade level: (Mark only one selection)

PK
K
1st grade
2nd grade
3rd grade
4th grade
5th grade

3. Total number of professional years in Education:

Less than 5 yrs.
5-9 yrs.
10-14 yrs.
15-19 yrs.
20+yrs.

4. How many years have you taught in Bilingual Education?

Less than 5 yrs.
5-9 yrs.
10-14 yrs.
15-19 yrs.
20+yrs.

5. What type of class/structure did you teach in during the 95-96 school year? (Select only one)
- Self-contained
 - Departmentalized
 - Resource
 - Multi-age
 - Other
6. What type of class/structure did you teach in during the 96-97 school year? (Select only one)
- Self-contained
 - Departmentalized
 - Resource
 - Multi-age
 - Other
7. What type of class/ structure did you teach in during the 97-98 school year? (Select only one)
- Self-contained
 - Departmentalized
 - Resource
 - Multi-age
 - Other
8. How many of your classes involved limited English proficient (LEP) students?
- All
 - Three-fourths
 - Half
 - One-fourth
 - None
9. What is your proficiency level in Spanish?
- Very Fluent
 - Fluent
 - Average
 - Below Average
 - No fluency

The following items (10-21) are to be answered with Y=Yes; N=No; or U=Uncertain

10. I am assigned to a bilingual education class.
11. I was assigned to Bilingual Education during the 95-96 school year.
12. I was assigned to Bilingual Education during the 96-97 school year.
13. I was assigned to Bilingual Education during the 97-98 school year.
14. I possess a Bilingual Teacher Certificate.
15. I possess an ESL Teacher Certificate.
16. I possess an Elementary Teacher Certificate.
17. I possess a Secondary Teacher Certificate.
18. I possess a Supervisor Certificate.
19. I possess a Mid-Management Certificate.
20. I possess a Diagnostician Certificate.
21. I possess a Certificate that is not mentioned in this survey.
22. My ethnic background is
 - Hispanic
 - Caucasian (Non-Hispanic)
 - African American
 - Other
23. My gender is M = Male F = Female

Please fill in the oval completely using the following: Y=Yes; N=No; or U=Uncertain

24. I am trained in bilingual methods and materials.
25. I am trained in language assessment.
26. I understand the benefits of second language learning for limited English proficient students.
27. Parents of limited English proficient students at our campus understand the benefits of our special programs.
28. I used Spanish most of the time to teach my limited English proficient students.
29. I grouped my limited English proficient students for Spanish according to language proficiency in their primary language (Spanish).
30. I grouped my limited English proficient students for English instruction according to language proficiency in their second (English).
31. Limited English proficient students in my classes were allowed to express themselves in their primary language (Spanish) during teacher and group interaction.
32. Limited English proficient students in my classes were encouraged to express themselves in their second language (English) during teacher and group interaction.
33. I assessed the levels of both primary language (Spanish) and English to ensure appropriate instructional focus.
34. The language levels of my limited English proficient students were assessed on an ongoing basis during the school year.
35. Upon receiving new information from the ongoing language assessments, I modified my instruction and placement of my limited English proficient students.
36. The academic levels of my limited English proficient students were assessed on an ongoing basis during the school year.
37. I introduced concepts in the primary language (Spanish) and extended or enriched in English.
38. I am confident in my training to address the needs of limited English proficient students.
39. I was trained through a university/college teacher-training program that prepared teachers to work with the limited English proficient student population.
40. I was trained primarily through staff development and in-service to work with the limited English proficient population.
41. My principal provided adequate support for my limited English proficient students.
42. The district leadership provided adequate support for my limited English proficient students.
43. I participated in program decision-making affecting my limited English proficient students.

Using the following scale, please indicate the level of implementation for each of these strategies as follows:

A=All of the Time; M=Most of the Time; S=Some of the Time; R=Rarely; or N=Never

46. I provide second language instruction, which develops understanding, speaking, reading, and writing skills in English.
47. I provide language arts in Spanish, which includes understanding, speaking, reading, and writing skills.
48. I provide instruction in Spanish in math, science, social studies, and health.
49. I include the teaching of culture in all aspects of the instructional program.
50. I have a system to provide English instruction to the students with varying levels of language proficiency and academic experience.
51. I have a system to provide Spanish instruction to the students with varying levels of language proficiency and academic experience.
52. I group students according to Spanish language ability for Spanish language arts instruction.
53. I group students according to English language ability for English language arts instruction.
54. I assess the students' oral and written proficiency in English on an ongoing basis.
55. I assess the students' oral and written proficiency in Spanish on an ongoing basis.
56. I have a classroom environment that reflects the students' culture and learning in two languages.
57. I have meaningful parent participation in my class.
58. I am aware of my students' English language ability early in the school year.
59. I am aware of my students' Spanish language ability early in the school year.
60. I have clear time allotments for time on task for the content to be taught in English.
61. I have clear time allotments for time on task for the content to be taught in Spanish.
62. I encourage my students to take responsibility for their own class work.
63. I prepare my students for lessons by reviewing, outlining, explaining objectives, and summarizing.
64. I adjust my teaching pace according to the students' perceived needs.
65. I am positive, optimistic, and have high expectations of my students.

Please answer the following:

1. Of those listed below which training opportunities/participation have contributed the most to your professional development to teach limited English proficient students? Please rank and order starting with 1,2,3, all the way to 9, with number 1 being the one you feel has most effectively contributed to your professional growth.

- _____ university training as part of the teacher preparation program
- _____ local in-service/staff development provided by school district staff
- _____ local in-service/staff development provided by "experts in the field" under contract
- _____ staff development offered by staff of your respective education service centers
- _____ staff development offered by your respective service center using "experts in the field" under contract
- _____ staff development offered by professional organizations in the area.

_____ List organization(s) _____

_____ state conferences: co-sponsored by the Texas Education Agency, such as Migrant, ACET, etc.

_____ other annual state conference(s) List conference(s)

_____ other national conference(s) List conference(s)

2. What five things contributed the most to the academic success of your limited English proficient students? (Examples: staff training, teacher preparation, materials, latitude in teaching, structured schedule, parent involvement, administrative support, grouping for instructional purposes, team-teaching, instructional technology, resources, other. Please rank them in order by what you consider as most important first, second important next, and so on.)

1. _____

2. _____

3. _____

4. _____

5. _____

Please answer the following. (If you need more space, continue on the back of the sheet. Please remember to identify each response on the back with appropriate question number)

1. What program(s) at your campus contributed to the academic success of your limited English proficient students?
2. What approaches/practices have you utilized to ensure language development of your limited English proficient students?
3. a) What approaches/practices have you utilized to ensure the academic success of your limited English proficient students?

b) What specific training have you received that has contributed to your professional development to impact on the academic development of the limited English proficient students in your classroom?
4. a) How long did your limited English students remain in the program (s) that contributed to their academic success? (One year, two years, three years, etc.)

b) Why?
5. What can your education service center and the Texas Education Agency provide to help educators and administrators do an even better job of educating the language minority populations in Texas?
6. What are the most effective ways parents worked with the limited English proficient students at your campus?

7. How did you utilize parents with your limited English proficient students in your classroom?
8. In what ways did your campus administration contribute to the success of your limited English proficient students?

Please feel free to use this space for any additional comments:

End of Questionnaire

Note: On behalf of the Texas Education Agency, and the Office for the Education of Special Populations in particular, we express our appreciation for your participation in this important study.

PRINCIPAL QUESTIONNAIRE

Instructions to all respondents: Please respond to each of the questions and items indicated below. Please be assured that the identity of individual *principals will be held in confidentiality*. Your responses are not based on the current school year. Your responses are to be based on the 1996-97 school year. Please complete this questionnaire, place it in the envelope upon completion and seal it. A member of TEA's Study team will visit on-site on the designated date to assist you in the completion of this document and collect the information. Your professional contributions and time devoted to the Study are greatly appreciated. Thank you for your efforts.

Name _____ District _____

Campus Name: _____ Current Position: _____

Ethnicity: _____ Gender: Male Female

Education Level: Bachelor___ Master___ Master+___ Doctorate___

Certification: Administration (Please list certification(s)): _____

Bilingual Education___ Other (Please list:) _____

Total number of professional years in Education:

less than 5 yrs. ___ 5-9 ___ 10-14 ___ 15-19 ___ 20+ ___

Total number of years in Administration:

less than 5 yrs. ___ 5-9 ___ 10-14 ___ 15-19 ___ 20+ ___

Administrative experience in Bilingual Education:

less than 5 yrs. ___ 5-9 ___ 10-14 ___ 15-19 ___ 20+ ___

Administrative experience at this campus:

less than 5 yrs. ___ 5-9 ___ 10-14 ___ 15-19 ___ 20+ ___

Total number of years of Teaching experience:

less than 5 yrs. ___ 5-9 ___ 10-14 ___ 15-19 ___ 20+ ___

Teaching experience in Bilingual Education:

less than 5 yrs. ___ 5-9 ___ 10-14 ___ 15-19 ___ 20+ ___

Please answer the following (If you need more space, continue on the back of the sheet. Please remember to identify each response on the back with the appropriate question number).

1. What program(s) contributed to the academic success of the limited English proficient (LEP) students on your campus?
2. What made your teachers successful with their LEP students?
3. What approaches/practices have you utilized through site-based decision-making that contributed to the success of your limited English proficient students?
4. a) What specific training have you received that has contributed to your professional development to impact on the language development of the language-minority population in your classroom?

b) What specific training have you received that has contributed to your professional development to impact on the academic development of the language-minority population in your classroom?
5. a) How long did your LEP students remain in the program(s) that contributed to their academic success?

b) Why?
6. What can your education service center and the Texas Education Agency do to help you and your staff do an even better job of educating your LEP students?
7. What are the most effective ways parents worked with the limited English proficient students in your campus?
8. Please share your views on the use of both the first language, Spanish, and the second language, English, in class settings:

Please answer the following:

1. Of those listed below, which training opportunities/participation have contributed the most to your professional development as a campus principal in charge of limited English proficient students? Please rank and order starting with 1, 2, 3, etc. Rank and order only those that you feel were effective in contributing to your professional growth:

- _____ university training as part of the mid-management/administrator preparation program
- _____ local in-service staff development provided by school district staff
- _____ local in-service staff development provided by "experts in the field" under contract with the school district
- _____ staff development offered by staff of your respective education service center
- _____ staff development offered by your respective education service center using "experts in the field" under contract with the education service center
- _____ staff development offered by professional associations in the area. List association(s)
- _____ state conferences co-sponsored by the Texas Education Agency, such as Migrant, ACET, TEPSA, TASA, etc.
- _____ annual state conference(s) List conference(s)
- _____ annual national conference(s) List conference(s)

2. Of those listed below, which training opportunities/participation have contributed the most to the professional development of teachers working with limited English proficient students? Please rank and order starting with 1, 2, 3, etc. Rank and order only those that you feel have effectively contributed to their professional growth:

- _____ university training as part of the teacher preparation program
- _____ local in-service staff development provided by school district staff
- _____ local in-service staff development provided by "experts in the field" under contract
- _____ staff development offered by staff of your respective education service center
- _____ staff development offered by your respective education service center using "experts in the field" under contract
- _____ staff development offered by professional association(s) in the area
- _____ state conferences co-sponsored by the Texas Education Agency, such as Migrant, ACET, etc.
- _____ annual state conference(s). List conference(s)
- _____ annual national conference(s). List conference(s)

3. What five things contributed the most to the academic success of limited English proficient students on your campus? (Examples: staff training, teacher preparation, materials, latitude in teaching, parent involvement, instructional technology, grouping for instructional purposes, administrative support, resources, other. Please rank them in order by what you consider as most important first, second important next, etc., and fifth as last.)

1. _____

2. _____

3. _____

4. _____

5. _____

Please feel free to use this space for any additional comments:

End of Questionnaire

NOTE: On behalf of the Texas Education Agency, and the Office for the Education of Special Populations in particular, we express our appreciation for your participation in this important study

Texas Education Agency
Successful Schools Study 1999

PARENT FOCUS GROUP QUESTIONNAIRE

1. Please help us identify why children experience academic success in this school. What do you do at home to contribute to your children's success?

Por favor ayúdenos a identificar las razones porque los niños de esta escuela han encontrado buen éxito académico. ¿Qué hacen en casa con sus niños para contribuir al éxito?

2. What is it that the school does to contribute to your children's success?

¿Qué es lo que hace la escuela para contribuir al éxito de sus niños?

3. What is it that the principal does to contribute to your children's success?

¿Qué es lo que hace el director de la escuela para contribuir al éxito de sus niños?

4. What is it that the teacher does to contribute to your children's success?

¿Qué es lo que hace la maestra de su niño para contribuir al éxito de sus niños?

5. What is it that the bilingual program does to contribute your children's success?

¿Qué es lo que hace el programa bilingüe para contribuir al éxito de sus niños?

6. Do you have any other comments?

¿Hay algo más que quieran comentar?

Texas Education Agency
Successful Schools Study 1999

DISTRICT QUESTIONNAIRE

1. What program(s) contributes to the academic success of the limited English proficient (LEP) students at this campus?
2. What has made the teachers successful with their LEP students?
3. What specific training has the district provided that has contributed to the professional development to impact on the language development of the language minority population in the district?
4. What specific training has the district provided that has contributed to the professional development to impact on the academic development of the language minority population in the district?
5. How long do the LEP students remain in the program(s) that has contributed to their academic success?

Why?

6. What can your education service center and the Texas Education Agency do to help you and your staff do an even better job of educating your LEP students?
7. What are the most effective ways parents worked with the limited English students at this campus?
8. Please share your views on the use of the first language, Spanish, and the second language, English, in class settings.

APPENDIX G

Study Evaluation Form

EVALUATION FORM FOR THE TEXAS SUCCESSFUL SCHOOLS STUDY

The Evaluation Form for the Study has been included as part of the final report of the Successful Schools Study to assist the Program Evaluation Unit in obtaining feedback regarding the Study. We encourage all persons who review and use the Study to help us by providing feedback in the areas listed below. Thank you for taking time to fill out this evaluation form and to share your views on the Study. Your responses are very important to this agency effort. We intend to utilize your responses as we consider possible expansion of the Study and future study efforts.

All persons who review/read the contents of The Texas Successful Schools Study are encouraged to respond to each part of the form as per instructions noted. Upon completion of the form, please mail it to either:

Oscar M. Cárdenas, Principal Investigator

or

Stan Seidner, Program Director

at the

Program Evaluation Unit

Office for the Education of Special Populations

Texas Education Agency

1701 N. Congress Avenue

Austin, Texas 78701-1494

or

fax the completed evaluation form to (512) 463 7441

or

e-mail to ocardena@mail.tea.state.tx.us or sseidner@mail.tea.state.tx.us

If you wish to obtain a copy of the evaluation summary report, please complete the following information for our mailing list:

Name: _____ Title: _____

Mailing address: _____

E-Mail address: _____

Fax number: _____ Telephone Number: _____

PART IA: Please respond to the appropriate item below:

I CURRENTLY RESIDE: ☐ IN TEXAS ☐ OUTSIDE OF TEXAS

PLEASE INDICATE CITY AND STATE: _____

1. I currently work at a:
☐ Federal Agency ☐ State Education Agency ☐ Other State Education Agency
☐ University ☐ College ☐ Technical School ☐ Proprietary School
☐ School District ☐ Private School ☐ Charter School ☐ Education Service Center
☐ Other (Please describe): _____
2. ☐ I am self-employed
3. I am an elected or appointed official (if applicable) ☐ Municipal (local) ☐ County
(Please designate governmental level) ☐ State ☐ Federal
4. ☐ I am responding as a parent or guardian with a child in school
5. ☐ I am responding as a retired educator

PART IB: Please respond to appropriate item below:

1. I am currently a/an:
☐ Administrator ☐ Campus Administrator ☐ Teacher ☐ Professor
☐ Teacher aide ☐ Consultant ☐ Other _____

PART II: Please indicate your years of experience in education with an X in the appropriate box for each listed item. (Educators and former educators only)

Years of Experience	0	1-4	5-9	10-14	15-19	20+
Elementary						
Secondary						
Bilingual Education						
English as a Second Language						
Administration						
Administration of Bilingual/ESL Programs						
Supervision						
University Training of Bilingual Teachers						
University Training of ESL Teachers						

PART III:

All Respondents, please respond with an X to reflect your opinions

- | | | | |
|---|--------|-------|---------------|
| ⇒ This type of study was needed | ___Yes | ___No | ___No Opinion |
| ⇒ The study will be helpful to both educators and administrators in working with all children | ___Yes | ___No | ___No Opinion |
| ⇒ The study helped me understand why the use of the home language is important to language minority children's success | ___Yes | ___No | ___No Opinion |
| ⇒ I will recommend the study to other persons to support my school district's efforts to achieve success | ___Yes | ___No | ___No Opinion |
| ⇒ More studies of this type on other children with special needs should be done by school districts and the state education agency. | ___Yes | ___No | ___No Opinion |

School District Administrators (Central Administration) only,
please respond with X to reflect your opinion

- | | | | |
|--|--------|-------|---------------|
| ⇒ This type of study was needed | ___Yes | ___No | ___No Opinion |
| ⇒ The study will be helpful to both educators and administrators in working with all children | ___Yes | ___No | ___No Opinion |
| ⇒ This study will be of assistance to me as we work to improve the quality of programs for students with special needs | ___Yes | ___No | ___No Opinion |
| ⇒ This study will be of assistance to district administrators in assessing and improving current practices and programs | ___Yes | ___No | ___No Opinion |
| ⇒ The report is easy to follow | ___Yes | ___No | ___No Opinion |
| ⇒ The case studies will be helpful to focus on districtwide staff training | ___Yes | ___No | ___No Opinion |
| ⇒ The study or salient features of the report should be shared with district staff | ___Yes | ___No | ___No Opinion |
| ⇒ There are effective practices and program features that can be replicated | ___Yes | ___No | ___No Opinion |
| ⇒ The agency should conduct other studies of this nature to assist school districts in achieving both quality and excellence in education for all children | ___Yes | ___No | ___No Opinion |
| ⇒ The study serves as an effective resource guide regarding research and approaches to second language learning | ___Yes | ___No | ___No Opinion |

School District Campus Administrators only, please respond with X to reflect your opinion

- | | | | |
|---|---------|--------|----------------|
| ⇨ This type of study was needed | ___ Yes | ___ No | ___ No Opinion |
| ⇨ The study will be helpful to both teachers and parents in working with all our children | ___ Yes | ___ No | ___ No Opinion |
| ⇨ This study will be of assistance to me as we work to improve the quality of programs for students with special needs in our campus | ___ Yes | ___ No | ___ No Opinion |
| ⇨ This study will be of assistance to us in assessing, redirecting or improving current practices and programs | ___ Yes | ___ No | ___ No Opinion |
| ⇨ The report is easy to follow | ___ Yes | ___ No | ___ No Opinion |
| ⇨ The case studies will be helpful to focus on campus staff training | ___ Yes | ___ No | ___ No Opinion |
| ⇨ The study or salient features of the report will be shared with campus staff | ___ Yes | ___ No | ___ No Opinion |
| ⇨ There are effective practices and program features that we are interested in replicating or adapting | ___ Yes | ___ No | ___ No Opinion |
| ⇨ The agency should conduct other studies to assist school districts in achieving both quality and excellence in education for all children | ___ Yes | ___ No | ___ No Opinion |
| ⇨ The study serves as an effective resource guide regarding research and approaches to second language learning | ___ Yes | ___ No | ___ No Opinion |
| ⇨ In my professional opinion, this study can have a great impact on teaching and learning for all children | ___ Yes | ___ No | ___ No Opinion |
| ⇨ The study report is too massive to use as a resource manual for training and instruction | ___ Yes | ___ No | ___ No Opinion |

SCHOOL DISTRICT AND CAMPUS ADMINISTRATORS ONLY

Priority Rankings of Study Content

Please indicate which sections or appendices of the report you think will be most helpful in your present capacity by assigning priority rankings (from 1 as highest, to 10 as lowest) below:

- | | |
|------------------------------------|---|
| ___ Executive Summary | ___ Scope of the Study, Research Design and Methodology |
| ___ Introduction and Background | ___ Enrollment and Teacher Statistics |
| ___ Need for the Study | ___ Staff Characteristics |
| ___ Findings | ___ Composite Study Results |
| ___ Student and Campus Performance | ___ Student Performance Analysis |
| | ___ Study Questionnaire |

Additional Comments you may wish to share:

On behalf of the Office for the Education of Special Populations,
we convey our appreciation for sharing your time and views with us
on this important statewide leadership effort.

For questions on the Evaluation Form or the Successful Schools Study Report, please contact:

Oscar M. Cárdenas
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Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a nonsegregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

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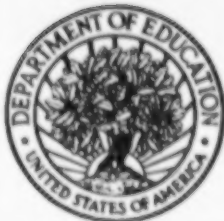
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